DOCUMENT RESUME

ED 447 801 IR 020 432

AUTHOR	Mitchell, Kevin, Ed.
TITLE	A Developmental Path to Reading: Reading the Signs.
INSTITUTION	ACCESS ERIC, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	NLE-2000-4404
ISSN	ISSN-1065-1160
PUB DATE	2000-00-00
NOTE	54p.
AVAILABLE FROM	ACCESS ERIC, 2277 Research Blvd., 7A, Rockville, MD 20850 (subscription is free; obtain back issues from EDRS). Tel: 800-538-3742 (Toll Free); e-mail: accesseric@accesseric.org; Web site: http://www.accesseric.org.
PUB TYPE	Collected Works - Serials (022) -- ERIC Publications (071)
JOURNAL CIT	ERIC Review; v7 n2 Sum 2000
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Beginning Reading; Early Reading; Internet; *Parent Role; Phonics; Preschool Education; Primary Education; *Reading Instruction; Reading Processes; Reading Programs; *Reading Skills; Young Children
IDENTIFIERS	ERIC

ABSTRACT

This issue focuses on the developmental path that children typically take when learning to read. The purpose is to help parents take steps to ensure that their children will make the transition from learning to read to reading to learn by the end of third grade. An introductory section includes two articles: "Parents, Children, and Reading" (Carol Boston) and "Some Commonly Used Terms Related to Reading" (Susan B. Neuman, Carol Copple, and Sue Bredekamp). Articles in Section 1, "Reading in the Early Years: Infancy through Kindergarten," include: "Raising Readers: The Tremendous Potential of Families" (U.S. Department of Education); "Building Literacy Skills through Early Care and Education" (U.S. Department of Education); and "Language and Literacy Environments in Preschools" (Catherine E. Snow, M. Susan Burns, and Peg Griffin). Articles in Section 2, "Reading in the Elementary School Years: First through Third Grade," include "Helping Your Child Decode Words and Gain Meanings" (Carl B. Smith) and "Using Phonics To Help Your Child Identify Words" (Carl B. Smith). Articles in Section 3, "Reading Benchmarks," include: "What Should My Child Be Learning at Each Level?" (National Research Council); "What Makes Children Underachievers in Reading?" (Beth Greene); "Helping the Underachiever in Reading" (Diana J. Quatroche); and "Monitoring Your Child's Progress" (U.S. Department of Education). Articles in Section 4: "Identifying and Supporting High-Quality Reading Programs," include: "National Reading Panel Reports That a Combination of Methods Is the Most Effective Way To Teach Reading" (National Institutes of Health); "Balanced Reading Instruction" (Mila Stoicheva); "What Should I Look for in My Child's Reading Program?" (U.S. Department of Education); "A Look at Success for All" (Linda Schartman); and "Compacts for Reading" (Carol Boston). Articles in Section 5: "Initiatives and Resources," include: "Federal Reading Programs and Initiatives" (Linda Schartman); "Reading Resource Organizations" (Linda Schartman and Ann Potter); "Internet Resources" (Mei-Yu Lu); and "Searching the ERIC Database on Reading Topics"

Reproductions supplied by EDRS are the best that can be made
from the original document.

(Steve Stroup). The concluding section contains "Putting It All Together: Helping Your Child Grow as a Reader" (Carol Boston). (Includes an ERIC directory.) (MES)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 447 801

THE ERIC Review

Volume 7 • Issue 2 • Summer 2000

A Developmental Path to Reading

IR020432

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Educational Resources Information Center
National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education

BEST COPY AVAILABLE

Just as learning to read is a crucial part of every child's education, parental influence plays a vital role in every child's reading success. Evidence suggests that a focused collaboration between home and school boosts reading achievement and that children need a boost. According to the 1998 National Assessment of Educational Progress, *only 38 percent of fourth graders across the United States read at the proficient or advanced level for their grade.*[1]

This issue of *The ERIC Review* focuses on the developmental path that children typically take when learning to read. Its purpose is to help you, the parent, take steps to ensure that your child will make the transition from *learning to read* to *reading to learn* by the end of third grade.

This issue is organized into five major sections. Section 1 addresses how you can participate in activities with your children to encourage their language development and familiarity with books from infancy through kindergarten. Section 2 provides ideas on how you can support your children at home as they begin formal reading instruction in the first through third grades. Section 3 covers what reading tasks children typically accomplish at various levels, why some children have difficulty learning to read, and how to help children who appear to be underachieving in reading. Section 4 describes how you can work with educators to identify and support high-quality reading programs. Section 5 offers information about various reading programs, initiatives, and resource organizations as well as advice on using the ERIC database to get additional information about reading.

In addition, reading activities you can do with your child appear throughout the issue. Although the language used in the activities is gender specific, all activities are meant for both boys and girls.

For more information about how you can help your children learn to read, contact

ERIC Clearinghouse on Reading, English, and Communication
Indiana University
Smith Research Center
2805 East 10th Street, Suite 140
Bloomington, IN 47408–2698
Toll Free: 800–759–4723
Phone: 812–855–5847
Fax: 812–856–5512
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

You can also call 1–800–USA–LEARN (872–5327) or visit the U.S. Department of Education's Web site at http://www.ed.gov/inits.html#1, where you will find links to the following initiatives:

- America Reads Challenge
- Reading Excellence Program
- The Reading Summit
- Class Size Reduction and Teacher Quality Initiative
- America Goes Back to School: Get Involved!
- Voluntary National Tests
- Family Involvement

For general information about the ERIC system, including details on how to access the ERIC database and how to contact one of the 16 subject-specific ERIC Clearinghouses, call 1–800–LET–ERIC (538–3742), send an e-mail to accesseric@accesseric.org, or browse the ERIC system's Web pages at http://www.accesseric.org.

[1] U.S. Department of Education. 1999. *NAEP 1998 Reading Report Card for the Nation and the States.* Washington, DC: Author. (Available online at http://nces.ed.gov/nationsreportcard/pubs/main1998/1999500.shtml)

The materials in this journal are in the public domain and may be reproduced and disseminated freely. All Web addresses appearing in this issue were updated in June 2000. Some addresses may have changed since then.

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
C. Kent McGuire
Assistant Secretary

National Library of Education
Luna Levinson
Acting Director

THE ERIC Review
Educational Resources Information Center

Contents

Introduction

Parents, Children, and Reading
Carol Boston 2

Some Commonly Used Terms Related to Reading
Susan B. Neuman, Carol Copple, and Sue Bredekamp 4

Section 1: Reading in the Early Years: Infancy Through Kindergarten

Raising Readers: The Tremendous Potential of Families
U.S. Department of Education 5

Building Literacy Skills Through Early Care and Education
U.S. Department of Education 7

Language and Literacy Environments in Preschools
Catherine E. Snow, M. Susan Burns, and Peg Griffin 9

Reading Activities 9

Section 2: Reading in the Elementary School Years: First Through Third Grade

Helping Your Child Decode Words and Gain Meanings
Carl B. Smith 14

Using Phonics To Help Your Child Identify Words
Carl B. Smith 17

Reading Activity 18

Section 3: Reading Benchmarks

What Should My Child Be Learning at Each Level?
National Research Council 19

What Makes Children Underachievers in Reading?
Beth Greene 24

Helping the Underachiever in Reading
Diana J. Quatroche 25

Monitoring Your Child's Progress
U.S. Department of Education 27

Section 4: Identifying and Supporting High-Quality Reading Programs

National Reading Panel Reports That a Combination of Methods Is the Most Effective Way To Teach Reading
National Institutes of Health 28

Balanced Reading Instruction
Mila Stoicheva 29

What Should I Look for in My Child's Reading Program?
U.S. Department of Education 31

A Look at Success for All
Linda Schartman 32

Compacts for Reading
Carol Boston 33

Reading Activities 37

Section 5: Initiatives and Resources

Federal Reading Programs and Initiatives
Linda Schartman 39

Reading Resource Organizations
Linda Schartman and Ann Potter 42

Internet Resources
Mei-Yu Lu 46

Searching the ERIC Database on Reading Topics
Steve Stroup 47

Conclusion

Putting It All Together: Helping Your Child Grow As a Reader
Carol Boston 48

Parents, Children, and Reading

Carol Boston

Learning to read is one of the essential tasks of childhood. Many aspects of school success rest on this foundational skill. Over the years, researchers and teachers have recommended many different ways to teach reading, from simply exposing children to many books to using flashcards to drill them in letters and sounds. Thanks to many research studies, we now have a good idea about the balanced approach that is necessary to teach children to read well. We also know more about what kinds of experiences children need at home and in preschool so that they can enter elementary school ready to learn to read.

If you are a parent of a child of any age, you can help him or her discover the joys of reading by sharing books and educational activities. If your child is in preschool, you can make sure the preschool is providing him or her with a wealth of opportunities to hear stories and play with sounds, letters, and words. If your child is in the early grades, you can help him or her get off to a good start in reading by making sure that the school provides necessary reading materials and resources and that the classroom offers many opportunities for meaningful reading and for learning how letters are used to express sounds and how letters fit together to make words. As your child's reading skills improve through the early grades, you can help him or her improve comprehension and use reading to learn.

Much of this issue of *The ERIC Review* is devoted to practical ways for parents to support early reading. Some of the strategies may be familiar, others more surprising. As a parent, try to remember that learning to read can be a long and difficult process for many children. However, your encouragement and support of reading beginning in your child's earliest days, coupled with strong reading instruction at school, will improve your child's chances of becoming a good reader.

© 2000 PhotoDisc, Inc.

This issue of *The ERIC Review* focuses on learning to read as a normal part of your child's development. As a parent, you play a critical role in guiding your child along the developmental path to reading, which begins in infancy, winds its way through toddlerhood and the preschool years, and extends through kindergarten and the first three years of elementary school. We include articles, tips, and activities that can act as guideposts or mile markers along the path to reading, so that you can monitor your child's progress each step of the way. We hope this information helps you lead your child to reading success.

Carol Boston is Assistant Director of the ERIC Clearinghouse on Assessment and Evaluation at the University of Maryland in College Park, Maryland.

The Six Dimensions of Reading in Grades K–3

Editor's note: All schools that implement reading strategies under the U.S. Department of Education's Reading Excellence Act must adhere to the definition of "reading" listed below.

The term "reading" means a complex system of deriving meaning from print that requires all of the following:

A. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

B. The ability to decode unfamiliar words.

C. The ability to read fluently.

D. Sufficient background information and vocabulary to foster reading comprehension.

E. The development of appropriate active strategies to construct meaning from print.

F. The development and maintenance of a motivation to read.

© 2000 PhotoDisc, Inc.

This information is excerpted from U.S. Department of Education. 1999. *Reading Excellence Program Overview.* Washington, DC: Author. (Available online at http://www.ed.gov/offices/OESE/REA)

How Can I Help My Child Grow As a Reader?

- Spend 30 minutes a day reading to your child or listening to him or her read.
- Give your child books as gifts. Pick out books on topics that interest your child.
- Help your child use the local library and the school library.
- Learn about how reading is taught in your child's school. Look for evidence that your child is receiving age-appropriate instruction in phonemic awareness and has access to interesting, appealing children's books.
- Monitor your child's progress by discussing what he or she is learning and by reviewing homework.
- Keep in touch with your child's teachers. Ask how your child is progressing and what you can do at home to support reading instruction.
- Encourage your child to practice literacy skills in the same way that you would encourage him or her to practice basketball or the piano. Applaud the practice.
- Let your child see you and other important adults reading and writing for practical purposes and for pleasure.

Some Commonly Used Terms Related to Reading

Susan B. Neuman, Carol Copple, and Sue Bredekamp

Alphabetic principle: The understanding that there is a systematic relationship between letters and sounds. For example, the word *dog* contains three letters and three corresponding sounds.

Big Book: An oversize book, usually a picture book, used by the teacher for reading to a group; its large size allows children to follow the print and attend to words, letters, and sounds.

Decode: The ability to translate the alphabet letters into recognizable sounds (the letter *f* makes the /F/ sound).

Direct instruction: A structured, systematic lesson focusing on a specific skill.

Emergent literacy: The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful activities; these literacy behaviors change and eventually become conventional over time.

Emergent reading: A child's pretense of reading before he is able to read fluently and conventionally. Shows the child's interest and motivation in learning to read.

Environmental print: Print that is encountered outside of books and that is a pervasive part of everyday living.

Family literacy: The different ways in which family members initiate and use literacy in their daily lives. Family literacy programs generally emphasize adult literacy skills, early reading activities, parent-child activity time, and parenting skills.

Fluency: The ability to identify letters and words automatically.

Phoneme: The smallest units of sound that combine to form syllables and words (for example, b-i-g, three phonemes).

Phonemic awareness: The ability to recognize spoken words as a sequence of sounds.

Phonemic blending: Blending individual sounds to make a word, for instance, t-o-p to *top*.

Phonemic segmentation: The process of separating sounds within a word, for example, *top* to t-o-p.

Phonics: The relation between letters and sounds in written words or an instructional method that teaches children these connections.

Phonological awareness: The whole spectrum from primitive awareness of speech sounds and rhythms to rhyme awareness and sound similarities and, at the highest level, awareness of syllables or phonemes.

Predictable books: Books that use repetitive lines and familiar patterns that make it possible for listeners or readers to know or guess what is coming next, such as, "Brown bear, brown bear, what do you see?"

Repeated reading: Rereading a book to enable children to become familiar with recurring phrases and other predictable language, gain a better understanding of the story, and acquire vocabulary and concepts they might not grasp on one reading.

Sight vocabulary: Words that are recognized automatically, without the reader having to sound them out.

Syllable: A unit of spoken language (e.g., rid-dle, two syllables).

Vocabulary: The words of which one has listening and speaking knowledge.

Whole language: A philosophy of teaching literacy that includes the use of trade books, with the concurrent instruction in reading, writing, and oral language, and focuses on meaningful, functional, and cooperative learning.

This information is excerpted from Neuman, S. B., C. Copple, and S. Bredekamp. 2000. *Learning To Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, DC: National Association for the Education of Young Children, pp. 123–125. Reprinted by permission of the publisher.

Although formal reading instruction usually begins in first grade, when children are about six years old, the learning process begins much earlier. This section of "The ERIC Review" discusses the critical role that parents, child care providers, and other primary caregivers play in helping very young children establish prereading skills. Several educational activities are included to help caregivers start children on the path to reading.

Raising Readers: The Tremendous Potential of Families

U.S. Department of Education

Recent research into human brain development is proving that parents truly are their children's first teachers. What parents do, or don't do, has a lasting impact on their child's reading skills and literacy. For example, considerable evidence shows a relationship between reading regularly to a child and that child's future reading achievement (National Research Council, 1998).

Children develop much of their capacity for learning in the first three years of life, when their brains grow to 90 percent of their eventual adult weight (Karoly and others, 1998). A child's intelligence, as long as it falls within a normal range, does not determine the ease with which the child will learn to read. Rather, as children grow and experience the world, new neural connections are made. This orderly and individualized process, varying from child to child, makes reading possible.

As parents talk, sing, and read to their children, the children's brain cells are literally turned on (Shore, 1997). Existing links among brain cells are strengthened, and new cells and links are formed. This is why infants' and toddlers' health and nutrition, along with good functioning of the senses, are so important. The opportunity for creating the foundation for reading begins in the earliest years.

Given the course of brain development, it is not surprising that young children who are exposed to certain experiences usually prove to be good readers as they get older. Just as a child develops language skills long before being able to speak, the child also develops literacy skills long before being able to read (National Research Council, 1998).

How Parents Help

By cooing, singing lullabies, or reading aloud to a baby, toddler, or preschooler, parents stimulate their child's developing mind and help build a base for literacy skills. Counting, conveying number concepts, discussing letter names and shapes, and associating sounds with letters are all relevant to learning to read (Wells, 1985). Researchers studying high school seniors found that early educational experiences—such as learning nursery rhymes, watching educational television shows such as *Sesame Street*, playing word and number games, and being read to—are all good

This article is adapted from *Start Early, Finish Strong: How To Help Every Child Become a Reader*, by the U.S. Department of Education.

predictors of later reading ability (Hanson, Siegel, and Broach, 1987).

Positive parental attitudes toward literacy can also help children become more successful readers (Baker, Scher, and Mackler, 1997). Enthusiasm about books and reading can be shared between a parent and child and can deepen the child's interest in learning to read (Snow and Tabors, 1996).

Children who learn from parents that reading is fun may be more likely to persist in learning to read when the going gets tough (National Research Council, 1998). Some experts believe that parental emphasis on reading as entertainment rather than as a skill helps children develop a more positive attitude toward reading (Baker, Scher, and Mackler, 1997).

Most parents understand that play can enhance learning. Parents can use the arts—from singing a lullaby to dramatizing a favorite story—to help their children develop early language skills (Council of Chief State School Officers, 1998). Music and other language-rich creative arts can stimulate a young child's language and literacy development. Dramatic play can develop vocabulary, concepts, and creativity, all part of preliteracy skill building.

The Value of Words

Research demonstrates that the size of a young child's vocabulary is a strong predictor of reading—preschoolers with large vocabularies tend to become proficient readers (National Research Council, 1998). Children's vocabularies can be greatly enhanced by talking and reading with parents. When parents are unable, grandparents, neighbors, and other adults should step in to serve as the child's designated reader for the day. Being read to is an experience that children will remember for a lifetime, and one that will form the foundation for all future learning.

The Value of Parents

Parents serve as both teachers and role models in reading. You can help your young children become readers by

- Giving them rich language experiences throughout the day beginning when they are infants. Talk with them frequently in short, simple sentences. Name things. Tell stories, sing songs, recite nursery rhymes or poems, and describe the world around them to expose them to words. Make connections. Encourage your children's efforts to talk with you.
- Reading aloud to them for 30 minutes daily beginning when they are infants. Ask caring adults to be your children's daily reader when you are unavailable.
- Keeping reading materials visible and available throughout the house. (For suggestions on reading materials, see "Internet Resources" on page 46.)
- Setting up a special place for reading and writing in your home. A well-lit area filled with lots of good books and writing materials (for example, nontoxic crayons, washable markers, paints and brushes, and different kinds of paper) can become a child's favorite place. Remember that this is your *child's* special area—make sure that he or she can reach the materials.
- Visiting the public library often to spark their interest in books. Help your children obtain their own library cards and pick out their own books. Talk to a librarian, teacher, school reading specialist, or bookstore owner for guidance about what books are appropriate for different ages and reading levels. If your own reading skills are limited, consider joining a family literacy program. Ask a librarian for picture books that you can share with your children by talking about the pictures. Tell family stories or favorite folk tales to your children.
- Having their eyesight and hearing tested early and annually. If you have concerns about your children's development, call the early childhood specialist in your school system or consult with your pediatrician. If you are concerned specifically about your children's reading, you may want to visit a local university reading center or clinic, where evaluations and assessments are available at little or no cost to parents. The federally funded National Information Center for Children and Youth With Disabilities (1–800–695–0285) can be a helpful source for information and referrals when a child's disability affects his or her reading.
- Limiting the amount of television and kind of programs your children watch. Seek educational television programs or videos from the library that you can watch and discuss with your children.
- Seeking child care providers who spend time talking with and reading to children, who make trips to the library, and who designate a special children's reading area. ■

© 2000 PhotoDisc, Inc.

Source

U.S. Department of Education. 1999. *Start Early, Finish Strong: How To Help Every Child Become a Reader.* Washington, DC: Author. (Available online at http://www.ed.gov/pubs/startearly)

References

Baker, L., D. Scher, and K. Mackler. 1997. "Home and Family Influences on Motivations for Reading." *Educational Psychologist* 32 (2): 69–82.

Council of Chief State School Officers. 1998. *Young Children and the Arts: Making Creative Connections.* A report of the Task Force on Children's Learning and the Arts: Birth to Age Eight. Washington, DC: Goals 2000 Arts Education Partnership.

Hanson, R., D. Siegel, and D. Broach. 1987. "The Effects on High School Seniors of Learning To Read in Kindergarten." Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Karoly, L. A., and others. 1998. *Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions.* Santa Monica, CA: RAND Corporation. ERIC Document Reproduction Service No. ED 419 621.

National Research Council. 1998. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press. ERIC Document Reproduction Service No. ED 416 465.

Shore, R. 1997. *Rethinking the Brain: New Insights Into Early Development.* New York: Families and Work Institute.

Snow, C., and P. Tabors. 1996. "Intergenerational Transfer of Literacy." In L. A. Benjamin and J. Lords, eds., *Family Literacy: Directions in Research and Implications for Practice.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education. ERIC Document Reproduction Service No. ED 391 945.

Wells, C. G. 1985. *Preschool Literacy-Related Activities and Success in School: Literacy, Language, and Learning.* London: Cambridge University Press.

Building Literacy Skills Through Early Care and Education

U.S. Department of Education

A fact of American family life is that many young children spend a large part of their days in the care of someone other than a parent. More than 13 million infants, toddlers, and preschoolers—approximately 60 percent of children under age 6 who are not enrolled in kindergarten—receive regular care from adults other than their parents. And child care starts early: 45 percent of infants under age 1 are cared for regularly by someone other than a parent, most often a relative in a private home. As babies get older, the likelihood that they will be cared for by nonparental adults also increases, from 50 percent of 1-year-olds to 84 percent of 5-year-olds. Similarly, the percentage of young children cared for outside of private homes increases, from 11 percent of 1-year-olds to 75 percent of 5-year-olds (U.S. Department of Education, Office of Educational Research and Improvement, 1996).

Many studies have established that high-quality early care and education lay the foundation for children's school success by enhancing cognitive and language development as well as social and emotional competence (National Institute for Child Health and Human Development, 1997a). More specifically, a report by the National Research Council (1998) found that early childhood programs can help prevent reading difficulties. These programs can provide young children with enriched, research-based literacy environments and identify and remove possible obstacles to reading success.

Although many parents prefer home-based child care because of the family-oriented atmosphere and small numbers of children, center-based care is the preference of most parents with preschool children (Leibowitz, Waite, and Witsberger, 1988). Because centers are designed to serve larger groups of children, they often offer greater

This article is adapted from *Start Early, Finish Strong: How To Help Every Child Become a Reader*, by the U.S. Department of Education.

Supporting Your Child's Literacy Development

To support your child's literacy development, look for caregivers who

- Converse frequently and informally with babies and children to build vocabulary, strengthen concepts, and enhance language skills.
- Read to infants even before they can speak, because babies love to listen to voices and will associate books with pleasant feelings.
- Read to children one on one or in small groups and encourage them to make connections with the characters and stories.
- Engage children in daily activities to build reading readiness, such as singing nursery rhymes and playing sound, word, and letter games.
- Use the arts to help children develop language and communication skills.
- Set up a reading and writing area for children that offers interesting books, including books for and about children with special needs and books about the children's languages and cultures, as well as writing tools.
- Seek continuing education and training in child development and effective teaching practices.

resources for preschoolers' literacy development, such as books, tapes, and computers.

Additionally, a recent multisite study found that center-based care is associated with better cognitive and language outcomes and a higher level of school readiness compared with outcomes in other settings of comparable quality (National Institute for Child Health and Human Development, 1997b). However, not all center-based care is equal. Children who attended centers that met professional guidelines for child-staff ratios, group sizes, and teacher education had better language comprehension and school readiness than children who were enrolled in centers without these standards.

Source

U.S. Department of Education. 1999. *Start Early, Finish Strong: How To Help Every Child Become a Reader.* Washington, DC: Author. (Available online at http://www.ed.gov/pubs/startearly)

References

Leibowitz, A., L. Waite, and C. Witsberger. 1988. "Child Care for Preschoolers: Differences by Child's Age." *Demography* 27: 112–133.

National Institute for Child Health and Human Development. 1997a. *Mother-Child Interaction and Cognitive Outcomes Associated With Early Child Care.* Bethesda, MD: Author.

National Institute for Child Health and Human Development. 1997b. *NICHD Study of Early Child Care: The Relationship of Child Care to Cognitive and Language Development.* Paper presented at the Society for Research in Child Development meeting, Washington, DC, April 3–6, 1997.

National Research Council. 1998. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press. ERIC Document Reproduction Service No. 416 465.

U.S. Department of Education. 1996. *Child Care and Early Education Program Participation of Infants, Toddlers, and Preschoolers.* Statistics in Brief. Washington, DC: Author. National Center for Education Statistics Report No. 95–824. (Available online at http://nces.ed.gov/pubs/95824.html)

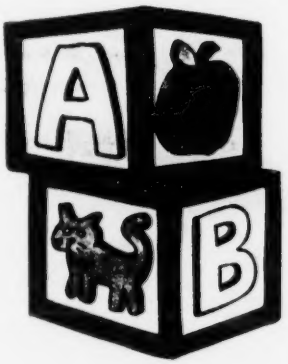
Language and Literacy Environments in Preschools

Catherine E. Snow, M. Susan Burns, and Peg Griffin

Children live in homes that support literacy development in differing degrees. As a result, high-quality preschool environments can play a vital role in preparing children for formal reading instruction, preventing later reading difficulties, and ensuring a lifetime of reading success.

Parents and caregivers can create high-quality environments that promote language and literacy development in children by

- Spending time in one-on-one conversation with young children.
- Reading books with children.
- Providing writing materials.
- Supporting dramatic play that incorporates literacy activities.
- Demonstrating the uses of literacy.
- Maintaining a joyful, playful atmosphere around literacy activities.



This information is adapted from Snow, C. E., M. S. Burns, and P. Griffin. 1999. *Language and Literacy Environments in Preschools.* ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. ERIC Document Reproduction Service No. ED 426 818. (Available online at http://ericeece.org/pubs/digests/1999/snow99.html)

Activity: Books and Babies

Sharing books is a way to have fun with your baby and start him on the road to becoming a reader.

What You'll Need

- Cardboard or cloth books with large, simple pictures of things that are familiar to babies.
- Lift-the-flap, touch-and-feel, or peek-through play books (for example, *Pat the Bunny*, by Dorothy Kunhardt).

What To Do

1. Read to your baby for short periods several times a day. Bedtime is always a good time, but you can do it at other times too—while in the park, on the bus, or even at the breakfast table (without the food!).
2. As you read, point out things that are fun to do in the pictures. Name them as you point to them.
3. Give your baby sturdy books to look at, touch, and hold. Allow him to peek through the holes or lift the flaps to discover the surprises.

Babies soon recognize the faces and voices of those who care for them. As you read to your baby, he will form a link between books and what he loves most—your voice and closeness.

This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader.* Washington, DC: Author.

Activity: What Happens Next?

Books with words or actions that appear over and over again help youngsters predict or tell what happens next. These are "predictable" books. Children love to figure out how a story may turn out!

What You'll Need

- Books with repeated phrases, questions, or rhymes (for example, *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.)

What To Do

The first activities in the list below work well with younger children. As your child grows older, the later activities let her do more. But you can keep doing the first activities with her as long as she enjoys them.

1. Read "predictable" books to your child. Teach her to hear and name repeating words, colors, numbers, letters, animals, objects, and daily life activities. Once she gets to know a book, she may pretend to read it herself.

2. Pick a story that has repeated phrases or a poem that you and your child like. Together, take on the voices of the characters. This selection from *The Three Little Pigs* is a good example:

   Wolf: Little pig, little pig, let me come in.

   Little Pig: Not by the hair on my chinny-chin-chin.

   Wolf: Then I'll huff and I'll puff and I'll blow your house in!

   Your child will learn the repeated part and have fun joining in with you each time it shows up in the story. Pretty soon, she will join in before you tell her to.

3. Read books that give hints about what might happen next. Such books will have your child lifting flaps, looking through cut-out holes in the pages, "reading" small pictures that stand for words, and searching for many other clues. Get excited along with your child as she tries to find out what happens next.

4. When reading "predictable" books, ask your child what she thinks will happen. See if she points out picture clues, if she mentions specific words or phrases, or if she connects the story to something that happens in real life. These are important skills for a reader to learn.

This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader.* Washington, DC: Author.

Activity: Rhyme With Me: It's Fun, You'll See!

Rhyming helps children connect letters with sounds.

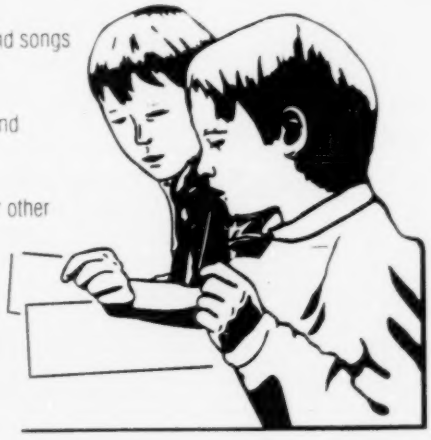
What You'll Need

- Books with rhyming words, games, or songs. Examples of rhyming books include *Shake It to the One That You Love the Best: Play Songs and Lullabies From Black Musical Traditions*, by Cheryl Warren Mattox; *Read Aloud Rhymes for the Very Young*, by Jack Prelutsky; and *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs From Latin America*, by Iona Opie.

What To Do

The first activities in the list below work well with younger children. As your child grows older, the later activities let him do more. But you can keep doing the first activities with him as long as he enjoys them.

1. Play rhyming games and sing rhyming songs with your child. Many rhyming games and songs include hand clapping, playing with balls, and playing in groups.
2. Read rhymes to your child. When reading a familiar one, stop before a rhyming word and encourage your child to fill in the rhyme. When he does, praise him.
3. Listen for rhymes in songs you know or hear on the radio, on television, or at family or other gatherings, and sing them with your child.
4. Encourage your child to play rhyming games on a computer, if one is available.



This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader*. Washington, DC: Author.

Activity: Story Talk

Talking about what you and your child read together is another way to help her develop language and thinking skills. These discussions should be fun and informal; you don't need to plan the talk, discuss every story, or expect an answer.

What You'll Need

- Reading materials

What To Do

1. Read slowly to your child and pause occasionally to think out loud about a story. You can speculate, "I wonder what's going to happen next!" Or ask, "Do you know what a palace is?" Or point out, "Look where the little mouse is now."
2. Answer your child's questions, and if you think that she doesn't understand something, stop and ask her. Don't worry if you interrupt the flow of a story to clarify something.
3. Read the names of the book's author and illustrator to your child, and make sure that she understands what they do.

This information is adapted from U.S. Department of Education. 1996. *Helping Your Child Learn To Read*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/parents/Reading)

Activity: Chatting With Children

Continue talking with your child as he moves into toddlerhood. Talking helps him learn language skills and lets him know that what he says is important.

What To Do

The first activities in the list below work well with younger children. As your child grows older, the later activities let him do more. But you can keep doing the first activities with him as long as he enjoys them.

1. Talk with your toddler often. When feeding, bathing, and dressing him, ask him to name or find different objects or clothing. Point out colors, sizes, and shapes.
2. Talk with your child as you read together. Point to pictures and name what is in them. When he is ready, ask him to do the same.
3. Teach your toddler to be a helper by asking him to find things. When you're cooking in the kitchen, give him pots and pans or measuring spoons to play with. Ask him what he is doing and answer his questions.
4. Whatever you do with your child, talk about it with him. When you eat meals, take walks, go to the store, or visit the library, talk with each other. These and other activities give the two of you a chance to ask and answer questions such as, "Which flowers are red? Which are yellow? What else do you see in the garden?" Challenge your child by asking questions that need more than a yes or no answer.
5. Listen to your child's questions patiently and answer them just as patiently. If you don't know the answer, have him join you as you look it up in a book. He will then see how important books are as a source of information.
6. Talk with your child about books you have read together. Ask about favorite parts and answer your child's questions about events or characters.
7. Have your child tell you a story. Then ask him questions about the story, explaining that you need to understand better.
8. When your child is able to, ask him to help you in the kitchen. He could set the table or decorate a batch of cookies. A first grader may enjoy helping you follow a simple recipe. Talk about what you're fixing, what you're cooking with, what he likes to eat, and more.
9. Ask yourself if the television is on too much. If so, turn it off and talk!

This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader*. Washington, DC: Author.

Activity: Look for Books!

Introduce your baby to cardboard or cloth books with big, simple pictures of things she sees every day. Your child might want to chew on or throw the book at first, but after a while, she will become more interested as you point to pictures and talk about them. When the baby becomes a toddler, she will enjoy helping you choose books to read to her.

As your child grows into a preschooler and kindergartner, the two of you can look for books with longer stories and more words on the pages. Also, look for books with repeating words and sentences that she can begin to read or recognize when she sees them on the page. By early first grade, add to the mix some books designed for beginning readers, including some with chapters.

Keep in mind that during these years, children most often enjoy books with people, things, and places that are similar to those they know. The books could be about where you live or about parts of your culture, such as your religion, your holidays, or the way you dress. If your child is interested in special things, such as dinosaurs or ballerinas, look for books about them. (For more examples of books to read, see "Internet Resources" on page 46.)

This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader.* Washington, DC: Author.

If you are reading this sentence with ease, you may have forgotten the steps involved in learning to read. Perhaps your memories of first grade include struggling to associate sounds with certain letters or wrestling with a sentence when it was your turn to read. What you probably didn't realize was that reading requires a set of complex skills that must be explicitly taught. This section of "The ERIC Review" discusses phonics and associated decoding skills and includes activities and resources that parents can use to help their children acquire basic reading skills in grades 1–3.

Helping Your Child Decode Words and Gain Meanings

Carl B. Smith

As you read with your child, you may sense the value of *phonics* and associated decoding skills[1] for beginning readers. Continuing evidence demonstrates that phonics—an instructional method that relates letters and sounds in written words—contributes significantly to beginning reading success. Recent performance tests showed that large numbers of children fail in reading when schools don't teach phonics systematically.

How can you help your child decode words as he or she learns to read? This article shows you several easy activities that you can do at home to help your child learn how to use phonics and other decoding strategies to become a more fluent, effective reader.

Why Does Phonics Help?

A study completed a few years ago at the University of Oregon found that deficits in phonics explain a significant proportion of young readers' problems, including difficulties with comprehension. Phonics guides young readers in figuring out unfamiliar words, giving them the confidence to decipher words and find meaning in print.

Beginning reading instruction helps children see regular patterns in the alphabet so they can gain a sense of control over the printed page. Although reading is far more than simply decoding printed words into spoken ones, knowing and using phonics give the reader a strong tool for understanding printed messages.

Building Decoding Skills

What are children doing when they repeat the nursery rhyme "Baa, Baa, Black Sheep"? Or when they playfully sing out "Yaaba-daaba, yaabadaaba do"? They are playing with word sounds. From their earliest years, children love to experience and explore word sounds. In a child's world,

Carl B. Smith is Director of the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

playing with sounds that rhyme, with funny sounds, and with "yucky" sounds is a way to learn sound-spelling patterns.

Decoding skills build on the essential understanding that the printed page contains a message, a story, and an organized thought. Parents typically convey the pleasure of a story to their children when they read to them, show them the pictures, point out words, ask questions about the events in the story, or express pleasure or sadness. These important experiences help children understand that gaining information and/or experiencing feelings are the objectives of reading.

More Than Pronunciation

Learning to read is more than just a pronunciation game. Once parents understand that it's also a search for meaning, they can use phonics and other skills to determine meaning as efficiently as possible. Suppose your child is reading a story with the following example:

Sam bunted to first base.

Sam is the main character, but your child seems stumped by the word *bunted*. He or she knows that the story is about a baseball game and knows intuitively that a verb is needed (Sam did something to first base). If your child relied upon only his or her knowledge of baseball and the sense that a verb is required, he or she could choose any number of words that make sense: Sam *ran, hit, walked*, etc., to first base.

With phonics knowledge, your child has a better chance of being able to read the word correctly. For example, if he or she knows that the word begins with the /b/ sound, it can't be *ran, hit*, or *walked*. That clue alone can direct your child's thinking and lead him or her to look for additional ways to figure out the word. Knowing that Sam *bunted* gives your child a clearer sense of the action.

Whenever your child stumbles on an unfamiliar word, use the series of questions in the box on this page to help him or her establish a pattern of thinking. As soon as your child gets the correct word, he or she should continue reading.

When your child stumbles on a familiar word, you can offer quick cues to help him or her remember the word, how it's pronounced, and what it means. Build on your child's existing knowledge, and don't try to make the word into a complex lesson. Simply attend to the immediate need and move ahead with the reading.

Parent Tip: Helping Your Child Read Unfamiliar Words

Encourage your child to use the following line of questioning when he or she is stumped by an unfamiliar word:

1. What word makes sense in the particular context?
2. How does the word begin? Can I figure out the word if I know how it starts?
3. Are there spelling patterns that can help me sound out the word? If I can hear the sounds, can I figure out the word?
4. I still can't figure it out. Whom can I ask for help?

A Sequence for Learning Phonics

Parents often ask whether certain sound-letter relationships should be taught before others. No prescribed teaching sequence will ensure a perfect path to decoding success. Generally, start with simple relationships, such as the sound-symbol correspondences of consonants (for example, *b, c, d, f,* and *g*) and the short sounds of vowels (see the box at the top of page 16). Build on those simple relationships by gradually introducing more complex sound-spelling patterns, such as consonant clusters (for example, *dr, bl, gr, ch,* and *sh*).

Suppose your child is reading a story about a boy named James who was sent home after a scuffle with another boy. James doesn't want his mother to see him in torn clothes. Your child stumbles on the word *sneaked* in the following sentence:

James ran home and sneaked into his room so his mother would not see him.

After you give your child a clue by asking how the word begins, he or she may respond quickly that the word is *sneaked*. "Good!" you say. "Keep on reading." But if your child struggles with the word, ask whether he or she remembers what sound the /ea/ represents. Your line of questioning should aim toward helping your child become an independent learner by using the language cues he or she already knows.

Here is a sequence for teaching phonics that has worked for many teachers. As a parent, you can expand this sequence to meet the individual needs of your child. Your child's teacher may also have materials that you can use at home to help your child practice the patterns taught at school.

Help your child:

1. Match rhyming words; for example, *fat, cat,* and *bat;* and *ride, hide,* and *wide*.
2. Identify the sounds of consonants at the beginning of words and the letter symbols used to represent them; for example, /b/ *bat,* /s/ *sun,* /t/ *top,* /k/ *kite,* and /p/ *pipe*.
3. Identify the sounds of consonants, and the letter symbols, at the end of

words. For example, you can hear the sound of /b/ at the end of words such as *cab* and *crib*, and the sound of /d/ at the end of words such as *bed*, *hid*, and *bad*.

4. Identify the short vowel sounds that can be heard in the middle of words such as *cap*, *red*, *hot*, *him*, and *cup*. The vowel sound is usually short in words or syllables that have the consonant-vowel-consonant spelling pattern.
5. Identify words with a long vowel sound by the silent *e* at the end of the word; for example, *made*, *hide*, *hope*, and *cute*.
6. Identify the long vowel sounds that occur in words with certain double vowels; for example, *maid*, *meet*, *trial*, and *boat*.

Where Can I Find Help?

It is unrealistic to expect all reading skills to develop at the same time. As a parent, you can encourage your child if he or she is frustrated by slow progress by pointing out that reading incorporates many skills that develop gradually over months and years.

Your greatest source of guidance is your own wellspring of experience. Explore the English language with your child. When he or she has a problem, ask yourself, "How would I figure out a similar problem?" Then lead your child in that direction. You do not need to know all the technical phonics terms to be able to help your child. Of course, when you get stuck, you can seek help from your child's teacher or from books or tapes that discuss the sound-symbol patterns and that can help you prepare to work with your child. For more ideas about helping your child learn to read, see *Section 5: Initiatives and Resources*, beginning on page 39.

Sounds Corresponding to Letters of the Alphabet

Consonants

/b/	*bed*	/p/	*pop*
/c/	*cat*	/q/	*quit*
/d/	*dog*	/r/	*red*
/f/	*fish*	/s/	*sun*
/g/	*goat*	/t/	*top*
/h/	*hot*	/v/	*vat*
/j/	*jump*	/w/	*wish*
/k/	*kite*	/x/	*x-ray*
/l/	*lip*	/y/	*young*
/m/	*mud*	/z/	*zip*
/n/	*nose*		

Vowels

	Long	Short
/a/	*made*	*mad*
/e/	*Pete*	*pet*
/i/	*bite*	*bit*
/o/	*hope*	*hop*
/u/	*cute*	*cut*
/y/	*cry*	*gym*

Note

[1] *Decoding* means figuring out the correct pronunciation of a word based on the knowledge of how spelling and sound work together.

The Role of Sustained Silent Reading

Every child needs regular time to read silently and contemplate ideas at his or her own pace—a private time to enjoy reading in a personal way.

A supplementary reading activity called sustained silent reading (SSR) allows students to select their own materials and read without interruption at a set time each school day. You can visit with your child's teacher or principal to discuss including SSR in the school's program. In addition, why not set a time for SSR in your home?

Methods for Success

The success of SSR is largely determined by the modeling behavior of adults. Parents must become engrossed in reading so that they are not interrupted by minor disturbances, and they should be enthusiastic and spontaneous about sharing their reactions to the book with their children. It is important for parents to model SSR when their children are young, because elementary students may be more likely than secondary students to model their parents' behavior and develop a positive attitude toward SSR.

Improved reading comprehension and word recognition begin to evolve after six months of SSR. To be effective, therefore, SSR must become a regular activity in your house and should occur at least once a week.

19

Using Phonics To Help Your Child Identify Words

Carl B. Smith

The alphabet is a set of visual symbols that represent speech sounds. Early in learning to read, a child must learn how to decode the alphabet: how to translate the symbols into sounds and vice versa. As your child develops and becomes more skilled in handling written language, his or her decoding skills become more and more automatic. However, before this can happen, he or she must master the connection between language that is heard and language that is seen.

Sample Phonics Exercises

Phonics guidelines teach children to decode written words into the sounds they represent. You can do the following activities with your child:

- **Connect the sound and the letter.** Make the sound of the letter you are teaching, and have your child imitate what you do. Show him or her how your mouth is shaped and how your lips and tongue move when you form the letter. For example, you might contrast the part the tongue plays in making the /d/ sound with the role of the lips in forming the /p/ sound, as in *dog* and *pet* in the example "I have a pet dog."
- **Show the link between the sound of a word and its written form.** It's best to use short words when explaining sound-letter connections. Because word sounds appear only in whole words, always demonstrate sound-letter connections in real words. For example, the sounds of the letters *b, u,* and *g* will make more sense if combined into the word *bug*.
- **Change letters to show changes in sound.** Use a series of words such as the following to show how small changes in sound make a new word:
  - *bit, bat*
  - *bat, cat*
  - *cat, cab*
  - *cab, car*

  As you can see, after each change, the last word in the pair becomes the first word in the next pair. The child learns that different letters represent different sounds, and different sounds change meanings.
- **Use words that rhyme.** As a child tries to find rhyming words, he or she becomes aware of words that have the same middle and ending sounds. Give your child a word and ask him or her for words that rhyme with it. You can approach this as a variation of the previous drill and ask your child to make rhymes by substituting the first letter in a word with other letters:
  - *ran, can, man*
  - *fin, pin, win*
  - *stop, hop, shop*
- **Use word beginnings and endings.** Sometimes your child will figure out a word by looking at the first and last letters and thinking about what sounds they represent. Context clues can help, too. For example, a child may not recognize the word *sofa*, but he or she can sound out the *s* and *o* and figure it out from the rest of the sentence: "The boy sat down on the big sofa."

© 2000 PhotoDisc, Inc.

The general theme of phonics (decoding) is that English spelling is consistent enough to help readers with most words. It's important to remember that the goal is to enable your child to use phonics in reading, not to encourage him or her to recite rules from memory.

Source

Smith, C. B. 1991. *Help Your Child Read and Succeed: A Parent's Guide.* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. ERIC Document Reproduction Service No. ED 339 028.

This article is adapted from *Help Your Child Read and Succeed: A Parent's Guide*, by Carl B. Smith.

Carl B. Smith is Director of the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

Activity: Write On!

Reading and writing support each other. By encouraging your child to write, you will also help him improve his reading skills.

What You'll Need

- Pencils, crayons, or markers
- Writing paper or a notebook
- Paste
- Construction paper
- Safety scissors
- Cardboard or heavy paper
- Hole punch
- Yarn or ribbon

What To Do

The first activities in the list below work well with younger children. As your child grows older, the later activities let him do more. But you can keep doing the first activities with him as long as he enjoys them.

1. Write with your child. From the time he is almost a preschooler, he will learn a lot about writing by watching you write. Talk about your writing with him so that he can begin to understand that writing means something and has many uses.
2. Have your young preschooler use his way of writing—perhaps just a scribble—to sign birthday cards or make lists.
3. Ask your preschooler to tell you simple stories while you write them down. Question him if you don't understand something.
4. Encourage your preschooler to write his name, and practice writing it with him. Remember, at first he may use only the first letter or two of his name.
5. Understand that when your child is in kindergarten, he will begin to write words the way he hears them. For example, he might write *haf* for *have*, *frn* for *friend*, and *Frd* for *Fred*. Ask him to read his "writing" to you. Don't be concerned with the correct spelling; he will learn that later.
6. Hang a family message board in the kitchen. Offer to write notes there for your child. Be sure that he finds notes left for him there.
7. Help your child write notes to relatives and friends to thank them for gifts or to share his thoughts. Encourage relatives and friends to answer your child with a note.
8. As your child gets older, ask him to write longer stories. Ask questions that will help him organize the stories. Answer his questions about letters and spelling.
9. Turn your child's writings into books. Paste his writings on pieces of construction paper. Make a cover out of cardboard or heavy paper and add his drawings, a title, and his name as the author. Punch holes in the pages and cover, and bind the book together with yarn or ribbon.

This information is adapted from U.S. Department of Education. 2000. *Helping Your Child Become a Reader*. Washington, DC: Author.

21

"What kinds of prereading skills should my two-year-old have?" "Should my kindergartner start learning the alphabet?" You may have asked yourself these and other questions about your child's progress in acquiring literacy skills. This section of "The ERIC Review" discusses typical developmental milestones on the path to reading, factors that can slow a child's progress, and techniques for helping the underachiever in reading.

What Should My Child Be Learning at Each Level?

National Research Council

Anyone who has been around children knows that they can be very different from one another and still fall well within the range of normal development for their age group. This article contains lists of skills, interests, and attitudes that parents, caregivers, and others might work toward fostering at each age level, keeping in mind that differences in children's development and experiences may affect their accomplishments.

These lists resulted from the work of the Committee on the Prevention of Reading Difficulties in Young Children, which was established by the National Academy of Sciences at the request of the U.S. Department of Education and the U.S. Department of Health and Human Services. The committee examined an extensive body of research on reading development and instruction, risk factors for reading difficulties, and interventions and approaches that lead to the greatest reading success.

The committee translated the research findings into two publications containing advice and guidance for parents, educators, publishers, and others—the scholarly *Preventing Reading Difficulties in Young Children* and the parent-oriented *Starting Out Right: A Guide to Promoting Children's Reading Success*. (For more information on these and other resources related to reading standards, see the box on page 23.)

Accomplishments in Literacy Acquisition

Birth to Three Years Old

- Recognizes specific books by their covers.
- Pretends to read books.
- Understands that books are handled in particular ways.
- Enters into a book-sharing routine with primary caregivers.
- Shows enjoyment of rhyming language and nonsense wordplay.
- Labels objects in books.
- Comments on characters in books.
- Recognizes pictures in books as symbols of real objects.
- Listens to stories.
- Requests/commands an adult to read or write.

This article is adapted from *Preventing Reading Difficulties in Young Children*, by the National Research Council.

- Begins noticing specific print, such as letters in names.
- Uses increasingly purposeful scribbling.
- Occasionally seems to distinguish between drawing and writing.
- Produces some letterlike forms and scribbles with some features of English writing.

Three and Four Years Old

- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes print on signs and other places, in addition to print in books.
- Knows that the print in stories is to be read.
- Understands that different text forms are used for different functions of print (for example, lists are used for groceries).
- Pays attention to separable and repeating sounds (for example, *Peter, Peter, Pumpkin Eater*).
- Uses new vocabulary and grammatical constructions in speech.
- Understands and follows oral directions.
- Shows awareness of some sequences of events in stories.
- Shows an interest in books and reading.
- Connects information and events in a story to life experiences.
- Demonstrates an understanding of a story's literal meaning through questions and comments.
- Displays reading and writing attempts, calling attention to self (for example, by saying "Look at my story").
- Identifies 10 or more letters of the alphabet, especially those from own name.
- "Writes" (scribbles) messages as part of playful activity.
- Begins to notice beginning or rhyming sounds in some words.

Accomplishments in Reading

Kindergarten

- Knows the parts of a book and their functions.
- Begins to track print when listening to a familiar text or when rereading own writing.
- "Reads" familiar texts emergently, not necessarily verbatim from the print but also from memory of the content.
- Recognizes and can name all uppercase and lowercase letters.
- Understands that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Learns many, though not all, one-to-one letter-sound correspondences.
- Recognizes some words by sight, including a few common ones (for example, *a, the, I, my, you, is,* and *are*).
- Uses new vocabulary and grammatical constructions in speech.
- Makes appropriate switches from oral to written language situations.
- Notices when simple sentences fail to make sense.
- Connects information and events in text to life, and life experiences to text.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Listens attentively to books a teacher reads to the class.
- Names some book titles and authors.
- Demonstrates familiarity with various types or genres of text (for example, storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, and labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.
- Demonstrates understanding that spoken words consist of a sequence of phonemes.
- Identifies the first two words in a spoken set, such as "dan, dan, den," as sounding the same and the third as sounding different.
- Identifies the first two words in a spoken set, such as "dak, pat, zen," as sharing a same sound.
- Merges spoken segments into a meaningful target word.
- Produces another word that rhymes with a given spoken word.
- Writes many uppercase and lowercase letters without help or guidelines.
- Uses phonemic awareness and letter knowledge to spell unconventionally (invented or creative spelling).
- Writes (unconventionally) to express own meaning.
- Builds a repertoire of some conventionally spelled words.
- Distinguishes between "kid writing" and conventional spelling.
- Writes own first and last name and the first names of some friends or classmates.
- Writes most letters and some words when they are dictated.

23

First Grade

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade 1.
- Accurately decodes conventionally spelled one-syllable words and nonsense words (for example, *sit* and *zot*).
- Uses knowledge of print-sound mappings to sound out unknown words.
- Uses knowledge of letter-sound correspondence to sound out unknown words when reading text.
- Recognizes common, irregularly spelled words by sight (for example, *have, said, where,* and *two*).
- Demonstrates a reading vocabulary of 300 to 500 words, including recognized words and easily sounded-out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by letters in the word or by the context.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level.
- Shows evidence of expanding language repertory, including increasing appropriate use of more formal language constructions.
- Creates written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes in own words new information gained from texts.
- Recognizes whether simple sentences are incomplete or fail to make sense, and notices when simple texts fail to make sense.
- Answers simple written comprehension questions based on material read.
- Counts the syllables in a word.
- Blends or segments the phonemes of most one-syllable words.
- Spells three- and four-letter short-vowel words correctly.

© 2000 PhotoDisc, Inc.

- Composes fairly readable first drafts using appropriate parts of the writing process (that is, some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling and phonics-based knowledge to spell independently, when necessary.
- Shows spelling awareness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces various types of compositions (for example, stories, descriptions, and journal entries), showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages voluntarily in various literary activities (for example, choosing books and stories to read and writing a note to a friend).

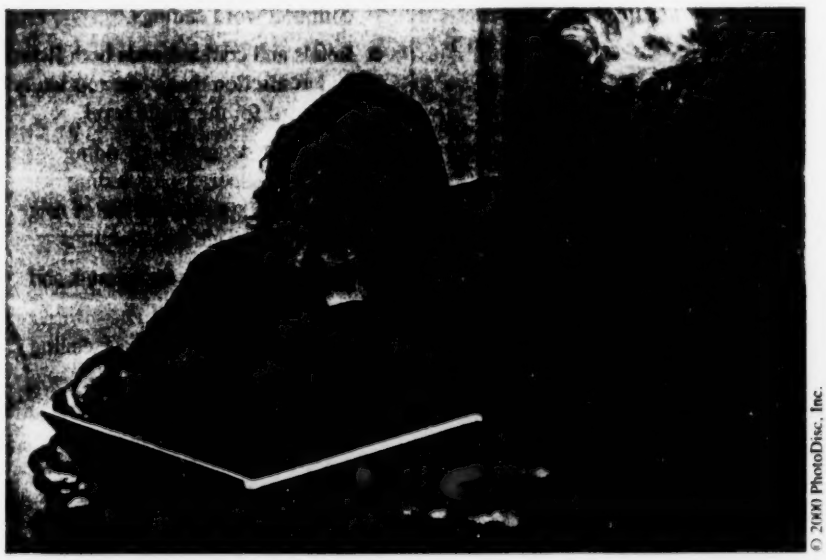
Second Grade

- Decodes conventionally spelled multisyllable words and nonsense words (for example, *capital* and *Kalamazoo*).
- Uses knowledge of print-sound mappings to sound out unknown words.
- Accurately reads many irregularly spelled words as well as those following certain spelling patterns, such as special vowel spellings and common word endings.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level.
- Shows evidence of expanding language repertory, including increasing appropriate use of more formal language constructions.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is unclear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.

- Reads nonfiction materials for answers to specific questions or for specific purposes.
- Takes part in creative responses to texts, such as dramatizations, oral presentations, and fantasy play.
- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Represents the complete sound of a word when spelling independently.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (for example, by decontextualizing sentences and using conventions for quoted speech, literary language forms, and proper verb forms).
- Makes reasonable judgments about what to include in written products.
- Discusses productive ways to clarify and refine own writing and that of others.
- Adds use of conferencing, revision, and editing processes (with assistance) to clarify and refine own writing, according to the expected steps in the writing process.
- Writes informative, well-structured reports (with organizational help).
- Attends to spelling, mechanics, and presentation for final products.
- Produces various compositions (for example, stories, reports, and correspondence).

Third Grade

- Reads aloud with fluency and comprehension any text that is appropriately designed for the grade level.
- Uses knowledge of letter-sound relationships and structural analysis to decode words.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level.
- Reads longer fictional selections and books with chapters independently.
- Takes part in creative responses to texts, such as dramatizations, oral presentations, and fantasy play.
- Points to or clearly identifies specific words or phrases that cause comprehension difficulties.
- Summarizes major points from fiction and nonfiction texts.
- Discusses the underlying theme or message when interpreting fiction.
- Asks how, why, and what-if questions when interpreting nonfiction texts.
- Recognizes cause and effect, fact and opinion, and main idea and supporting details when interpreting nonfiction.
- Uses information and reasoning to examine the basis of own hypotheses and opinions.
- Infers word meanings from roots, prefixes, and suffixes.
- Correctly spells previously studied words and spelling patterns in own writing.
- Begins to incorporate descriptive words and language patterns into own writing (for example, elaborates on descriptions and uses figurative wording).
- Uses all aspects of the writing process (with some guidance) in producing compositions and reports.
- Combines information from multiple sources in writing reports.
- Suggests and implements (with assistance) editing and revision to clarify and refine writing.
- Presents and discusses own writing with other students, and responds helpfully to other students' compositions.
- Reviews own work for spelling, mechanics, and presentation independently.
- Produces various written works (including literature responses, reports, and "books") in various formats, including multimedia forms.



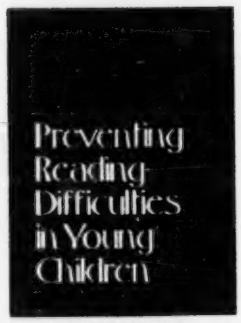
© 2000 PhotoDisc, Inc.

Source

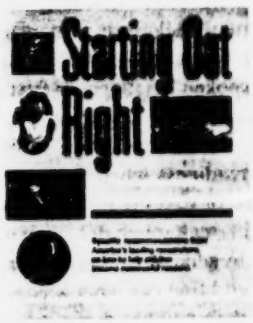
National Research Council. 1998. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press. ERIC Document Reproduction Service No. ED 416 465. (Available online at http://books.nap.edu/catalog/6023.html)

Reading Resources

***Preventing Reading Difficulties in Young Children*, by the National Research Council**



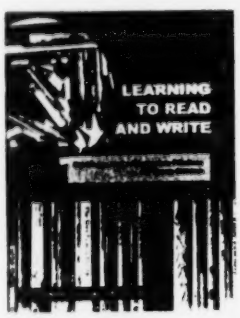
This landmark 1998 report synthesizes the wealth of research on early reading development. It provides an integrated picture of how reading skills develop and how reading instruction should proceed. The book includes recommendations for practice and further research. Hardcover copies are available for $35.95 plus shipping and handling from the National Academy Press at 1–888–624–8373. The full text of this book is also available free of charge on the Web at http://books.nap.edu/catalog/6023.html.



***Starting Out Right: A Guide to Promoting Children's Reading Success*, by the National Research Council**

This guide is a practical manual for parents, teachers, and child care providers. It explains how children learn to read and how adults can help prevent reading difficulties in early childhood and the primary grades. Copies are available for $14.95 plus shipping and handling from the National Academy Press at 1–888–624–8373. The full text of this book is also available free of charge on the Web at http://books.nap.edu/catalog/6014.html.

***Learning To Read and Write: Developmentally Appropriate Practices for Young Children*, by Susan Neuman, Carol Copple, and Sue Bredekamp**



This book provides developmentally appropriate, research-based strategies for promoting children's literacy learning in preschool, kindergarten, and elementary classrooms and in infant/toddler settings. Alive with classroom photos and children's work, the book offers crystal-clear guidance and exciting ideas that can be used to help young children on the road to reading and writing competence. Print copies are available from the National Association for the Education of Young Children for $10 plus shipping. To order, call 1–800–424–2460, ext. 604, or 202–232–8777, ext. 604.

Some states have developed their own standards for what children should learn in the area of reading. You can find out more about state standards in reading/language arts (and content and performance standards in general) from your local elementary school or from the Web sites listed below.

- **Achieve, Inc.**
  http://www.achieve.org
  This Web site offers a database of state and international standards. Achieve, Inc., is an independent, bipartisan, not-for-profit organization formed in 1996 by governors and corporate executives to help states establish high standards for student performance.

- **Mid-continent Research for Education and Learning**
  http://www.mcrel.org
  This Web site, sponsored by the U.S. Department of Education, offers several articles about standards-based education and an online version of *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education, Second Edition*, by John S. Kendall and Robert J. Marzano. This publication contains more than 600 pages on the identification and articulation of content standards and benchmarks.

- **Putnam Valley Central Schools**
  http://putwest.boces.org/standards.html
  This Web site contains an annotated list of Internet sites with K–12 education standards and curriculum frameworks that are indexed by state and subject area. This site is sponsored by Charles Hill and the Putnam Valley Schools in New York.

What Makes Children Underachievers in Reading?

Beth Greene

Underachievement, as most people define it, is based on test scores. When a student scores below the level that "everyone" expected him or her to reach—and this is a fuzzy issue because of differing expectations—then the student is presumed to be below average and, therefore, an underachiever.

What is underachievement in reading? Like many education questions, this one has no single or simple answer. Even the experts do not agree. However, some consensus exists regarding several factors—including physical, environmental, emotional, and intellectual—that can lead to underachievement in reading.

Physical Factors

Many students who experience reading difficulties have problems with their eyesight or hearing. Vision and auditory problems need to be detected early, and parents should have their children examined before they enter school.

Any persistent or chronic illness can also negatively affect reading. For example, students with asthma may miss many days of school because of illness and, therefore, may miss many lessons covering specific reading skills. Asthma doesn't make a child an underachiever, but missing too many days of school can.

Environmental Factors

The environment in which a child learns can also affect reading achievement. Children spend much of their time at school, where they form relationships with administrators, teachers, counselors, and other students. The most important relationship for reading is the student's relationship with the teacher. Sometimes inadequate or inappropriate instruction (for example, too much emphasis on one type of instruction, too few options, or too little variety in approach) causes underachievement in reading.

Parents should get to know their children's teachers to familiarize themselves with the instructional methods being used and to express any concerns. Teachers need to gear their teaching to the ways in which individual students learn. What works well for one child does not always work well for others. One child may seem to be a "natural" reader, but another may need to approach reading by way of music or sports, in groups or in solitude.

A child's home environment also plays an important part in reading achievement. Children should become ready to read before they enter school. Those who see their parents and others reading and those who are surrounded by books and magazines in a print-rich environment are more likely to read. Being read to and with helps children make the connection between the spoken and written word. Although families are under all kinds of stress today, such as divorce, remarriage, and relocation, parents should strive to read with their children every day to promote and monitor their children's reading readiness and achievement. Parents need to be alert for school-age children who are not yet ready to read.

Another important environmental factor in reading achievement is the child's cultural background. Increasingly, children come from homes in which the spoken language, or first language, is not English. These children may be at a disadvantage in terms of reading readiness when they enter kindergarten or first grade in American schools. Although much debate exists about how to educate these children, parents should find out what accommodations their neighborhood schools make for children who have little or no proficiency in spoken or written English.

The major environmental factor that works against reading achievement is poverty. Because parents living in poverty must devote so much time and energy to securing the basic needs of food and shelter for their families, their children may not have had many early literacy experiences before entering school. In addition, children who have had to learn to take care of themselves at an early age may find it difficult to adjust to school rules and procedures, reading groups, and silent reading.

Emotional Factors

Many children who are underachievers in reading also have poor social skills—that is, they do not interact well with other people, are not popular with

---

This article is adapted from "What Makes Our Kids Underachievers?" by Beth Greene.

Beth Greene is Manager of Journal Columns at the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

other children or adults, and may act out. Their behaviors, disruptive to others, can also become an obstacle to their own learning. Whether these disruptive behaviors contribute to or result from reading difficulties is a matter for debate.

Too often, emotional problems result from underachievement or failure. Children who do not do well in school may feel ignored, out of place, or inadequate. As a result, they may act out. Conversely, other children may experience reading difficulties because of emotional problems. Children who are under stress, easily distracted, or otherwise inattentive may have problems learning to read. Parents need to be alert to the possibility that underachievement in reading results from a more serious emotional problem that requires professional help.

Intellectual Factors

Lower levels of intelligence undermine achievement in reading and in other aspects of education. It is easy to say that underachievers are "just not smart enough," but this is rarely true. Every underachiever can do better, given the right kind of help.

Low intelligence, brain damage, and severe mental retardation prevent children from realizing high achievement in reading. However, these children can—and often do—learn "survival reading skills," including the ability to read informational signs and symbols, street and place names, brand names, and logos.

Overcoming Underachievement

The most important piece of information for parents to know is that underachievement in reading is not usually caused by any single factor. Instead, underachievement usually results from several factors working together against the student—a lack of reading readiness, discouragement in the classroom, the emotional static that goes with poor performance, and the resulting untrue belief, "I'm just too dumb to learn."

Underachievement in reading develops over a long time, usually starting with an early failure in learning to read. Therefore, it cannot be corrected overnight, probably not in one grade, and usually not by one teacher. A child who is struggling with underachievement in reading needs a long-term commitment of help and support from parents, teachers, and peers.

Source

Greene, B. 1996. "What Makes Our Kids Underachievers?" *The ERIC Parent Reader* (spring 1996): 1, 5–6.

Helping the Underachiever in Reading

Diana J. Quatroche

Learning to read is a complex process. Most children learn to read and continue to grow in their mastery of reading. However, there continues to be a group of children for whom learning to read is a struggle. Consequently, the development of effective instructional strategies and intervention programs for struggling readers, or underachievers in reading, is a topic of concern for parents.

Importance of Initial Reading Instruction

There is increased interest in preventing reading problems before they develop and in engaging young children in activities that will enable them to be successful readers in the early grades. According to a report written by the National Research Council (1998), the type of instruction children receive in the classroom is significant in the prevention of reading difficulties. Effective instruction is a key component of successful acquisition of reading competency and in helping to

This information is adapted from *Helping the Underachiever in Reading*, by Diana J. Quatroche.

Diana J. Quatroche is an assistant professor in the Department of Elementary and Early Childhood Education at Indiana State University in Terre Haute, Indiana.

prevent underachievement in reading. To prevent reading difficulties before they start, the National Research Council recommends that initial instruction

- Focus on using reading to gain meaning from print.
- Promote an understanding of the structure of spoken words.
- Provide opportunities to practice regular spelling-sound relationships.
- Provide many opportunities for reading and writing.

Characteristics of Successful Intervention Programs

Successful interventions, which have targeted both younger and older underachievers in reading, have included the following instructional practices:

- One-on-one and small-group tutoring.
- Individual attention and extra instructional time.
- Coordination with regular classroom instruction.
- Explicit instruction in letter-sound relationships, word identification strategies, phonological awareness, letters, words, and word patterns (Grossen, 1997).
- Repeated exposure to words to encourage mastery and the presentation of words in small practice sets to provide scaffolding for struggling readers (Juel, 1996; McCormick, 1994).
- Explicit instruction in techniques that will improve reading comprehension. Some strategies to teach include self-questioning (readers ask themselves questions about the story as they are reading), visual imagery (readers visualize what they are reading), and retelling (readers tell the story to someone else). Successful instruction also includes helping struggling readers transfer these strategies to other texts (Dole, Brown, and Trathen, 1996; Sorrell, 1996).
- Multiple opportunities for repeated reading of connected texts to develop fluency. Methods of encouraging repeated reading include paired reading, modeling, direct instruction, choral reading, and providing easy reading materials. Repeated reading also helps increase the word recognition rate and accuracy of the reader (McCormick, 1994; Reutzel, Hollingsworth, and Eldredge, 1994; Dowhower, 1994).

Source

Quatroche, D. J. 1999. *Helping the Underachiever in Reading*. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. (Available online at http://www.indiana.edu/~eric_rec/bks/pubhome.html)

© 2000 PhotoDisc, Inc.

References

Dole, J. A., K. J. Brown, and W. Trathen. 1996. "The Effects of Strategy Instruction on the Comprehension Performance of At-Risk Students." *Reading Research Quarterly* 31 (1): 62–88.

Dowhower, S. L. 1994. "Repeated Reading Revisited: Research Into Practice." *Reading and Writing Quarterly* 10 (4): 343–58.

Grossen, B. 1997. *Thirty Years of Research: What We Now Know About How Children Learn To Read*. Santa Cruz, CA: Center for the Future of Teaching and Learning. ERIC Document Reproduction Service No. ED 415 492.

Juel, C. 1996. "What Makes Literacy Tutoring Effective?" *Reading Research Quarterly* 31 (3): 268–89.

McCormick, S. 1994. "A Nonreader Becomes a Reader: A Case Study of Literacy Acquisition by a Severely Disabled Reader." *Reading Research Quarterly* 29 (2): 156–76.

National Research Council. 1998. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press. ERIC Document Reproduction Service No. ED 416 465.

Reutzel, D. R., P. M. Hollingsworth, and J. L. Eldredge. 1994. "Oral Reading Instruction: The Impact on Student Reading Development." *Reading Research Quarterly* 29 (1): 40–62.

Sorrell, A. 1996. "Triadic Approach to Reading Comprehension Strategy Instruction." Paper presented at the Annual Conference of the Learning Disabilities Association of Texas, Austin, Texas, October 25, 1996. ERIC Document Reproduction Service No. ED 400 670.

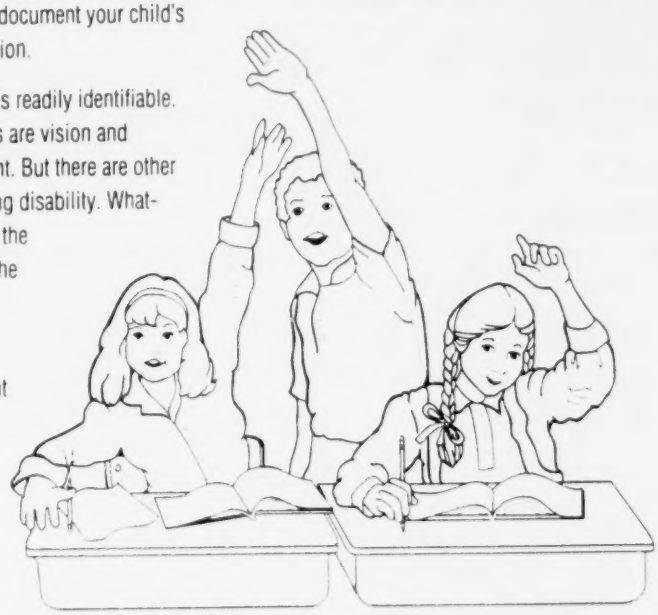
Monitoring Your Child's Progress

U.S. Department of Education

It is important to monitor your child's progress through reports from the teacher. Also, it is important to attend school open houses or similar events where teachers are available to explain the program and discuss children's progress with their parents.

If you think your child should be doing better, consider meeting privately with the teacher. In most cases, the teacher and principal will be able to shed light on your child's progress and what you might do to help. Your school system may have access to special resources such as a reading specialist and guidance counselor or to materials to address your child's needs.

You may want additional help for your child. A good starting point is the nearest college or university. Most have reading tutorial services that are available on a sliding-fee scale. If not, there may be faculty or graduate students interested in tutoring. Then monitor your child's progress the same way you would his progress in school. If you do not see a difference in performance in 6 to 8 weeks, discuss the program with your child's tutor. Can the tutor explain the goals of the program and document your child's progress? If not, you may wish to consider another course of action.



Some children struggle with reading problems where the cause is readily identifiable. Some of the more widely recognized causes of reading problems are vision and hearing impairments and poor speech and language development. But there are other school children who have problems reading because of a learning disability. Whatever the cause or nature of a child's reading problem, the earlier the difficulty is discovered and additional help provided, the better the child's chances are of becoming a successful reader.

The good news is that no matter how long it takes, with few exceptions, children can learn to read. One of the most important roles you can play in relation to your children's schoolwork is that of cheerleader. Applaud their efforts and their successes. Help them have the courage to keep trying.

This information is excerpted from U.S. Department of Education. 1996. *Helping Your Child Learn To Read*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/parents/Reading)

The cornerstone of success in school and beyond is the ability to read. Parents can play a major role in helping their child learn to read by understanding the characteristics of effective reading instruction, monitoring their child's progress in reading, and showing their child that learning to read is important. This section of "The ERIC Review" describes the balanced approach to reading instruction, presents criteria for evaluating reading programs, and discusses Success for All, a federally funded whole-school reform program that has successfully raised literacy rates. The section closes with information on compacts for reading—commitments that parents, children, schools, and communities can make to support learning.

National Reading Panel Reports That a Combination of Methods Is the Most Effective Way To Teach Reading

National Institutes of Health

In the largest, most comprehensive evidenced-based review ever conducted of research on how children learn [to read], a congressionally mandated independent panel [the National Reading Panel] has concluded that the most effective way to teach children to read is through instruction that includes a combination of methods.

The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness); teaching them that these sounds are represented by letters of the alphabet, which can then be blended together to form words (phonics); having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

This information is excerpted from the NIH News Release *National Reading Panel Reports Combination of Teaching Phonics, Word Sounds, Giving Feedback on Oral Reading Most Effective Way To Teach Reading*, by the National Institutes of Health.

The work of this panel was guided by two unique actions. First, the panel developed a set of rigorous scientific standards to evaluate the research on the effectiveness of different instructional approaches used in teaching reading skills. Second, the work of the panel was conducted in a public forum, which allowed for public input at all of its meetings.

The National Reading Panel was established in response to a 1997 congressional directive. Specifically, Congress asked the Director of the NICHD [National Institute of Child Health and Human Development], in consultation with the U.S. Secretary of Education, Richard W. Riley, to convene a national panel to review the scientific literature and determine, based on that evidence, the most effective ways to teach children to read. The Panel is composed of 14 individuals and includes leading scientists in reading research, representatives of colleges of education, reading teachers, educational administrators, and parents. [The full report is available on NICHD's Web site at http://www.nichd.nih.gov/publications/nrp/smallbook.htm.]

Source

National Institutes of Health. 2000. *National Reading Panel Reports Combination of Teaching Phonics, Word Sounds, Giving Feedback on Oral Reading Most Effective Way To Teach Reading*. Bethesda, MD: Author. (Available online at http://www.nih.gov/news/pr/apr2000/nichd-13.htm)

Balanced Reading Instruction

Mila Stoicheva

Over the years, educators have come to agree that no single approach to teaching reading is fundamentally superior to all the rest. As early as 1967, the First-Grade Studies project, conducted specifically to examine the best approach to reading, concluded that children learn to read by various materials and methods and that a combination of approaches is often more effective. Moreover, the characteristics of the teacher and the learning situation may be more important than the teaching method employed (Bond and Dykstra, [1967] 1997).

The balanced reading approach has been celebrated for offering an alternative to the extremes of the pure phonics or whole-language approach, for providing an effective combination of instructional approaches, and for accommodating various learning styles (Pressley, 1998; Weaver, 1998; Kelly, 1997; Atterman, 1997).

What Is Balanced Reading Instruction?

Balanced reading instruction usually involves a combination of phonics and whole-language approaches. Researchers and practitioners assert that children need training both in developing an awareness of spoken words as individual sounds (phonemic awareness) and in decoding text and comprehending the material (Kelly, 1997). In other words, the balanced reading approach combines the skill-based emphasis of phonics with the literature-based activities of whole language. Consequently, the balanced approach appeals to different learning styles: analytic and auditory children, in particular, tend to benefit from phonics instruction; visual, tactile, and global children tend to benefit from a whole-language approach (Carbo, 1996). Furthermore, balanced reading instruction incorporates the differing instructional approaches that the various stages of reading acquisition (selective cue, spelling-sound, and automatic) require. It is during the spelling-sound stage that phonics instruction is especially crucial (Raven, 1997).

The challenge that balanced reading instruction presents is in determining where to situate phonics in the program—whether to separate it and teach it explicitly or to teach it within the context of an integrated language-based program.

How Is Balanced Reading Instruction Implemented?

The exploration of balanced reading has produced more practical versions

---

This article is adapted from the ERIC Digest *Balanced Reading Instruction*, by Mila Stoicheva.

Mila Stoicheva is a Reference/Web Development Specialist at the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

than research-based reports. As a result, the balanced approach is best illustrated through an example.

A balanced approach called whole-part-whole begins with the literary text as a background for skills instruction, then returns to discussions of the text (Strickland, 1998; Fowler, 1998). Teachers never separate skills and meaning, and they provide intensive skills instruction as needed. In addition, teachers need to be fully aware of the instructional objectives for the grade they are teaching, the grade below, and the grade above.

Conclusion

Balanced reading instruction has been strongly debated in the literature. The long history of contention over instructional methods reveals that no single approach to teaching reading produces quick fixes. Perhaps the best solution is to link the reading curriculum to clearly defined, research-based standards while leaving creative space for teachers to search for and find the balance in their own classrooms.

Source

Stoicheva, M. 1999. *Balanced Reading Instruction.* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. (Available online at http://www.indiana.edu/~eric_rec/ieo/digests/d144.html)

References

Atterman, J. S. 1997. *Reading Strategies for Beginning and Proficient Readers.* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. ERIC Document Reproduction Service No. ED 416 447.

Bond, G. R., and R. Dykstra. [1967] 1997. "The Cooperative Research Program in First-Grade Reading Instruction." Reprinted in *Reading Research Quarterly* 32 (4): 348–427.

Carbo, M. 1996. "Whole Language vs. Phonics: The Great Debate." *Principal* 75 (3): 36–38.

Fowler, D. 1998. "Balanced Reading Instruction in Practice." *Educational Leadership* 55 (6): 11–12.

Kelly, H. 1997. *How Children Learn To Derive Meaning From Text.* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. ERIC Document Reproduction Service No. ED 416 459.

Pressley, M. 1998. *Reading Instruction That Works: The Case for Balanced Teaching.* New York: Guilford Press.

Raven, J. N. 1997. *Phonics and Whole Language: Friends or Foes?* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. ERIC Document Reproduction Service No. ED 413 583.

Strickland, D. S. 1998. "What Is Basic in Beginning Reading? Finding Common Ground." *Educational Leadership* 55 (6): 6–10.

Weaver, C. 1998. "Toward a Balanced Approach to Reading." In *Reconsidering a Balanced Approach to Reading.* Urbana, IL: National Council of Teachers of English. ERIC Document Reproduction Service No. ED 418 388.

Reading Instruction Today

"What is most difficult for teachers and parents is creating a balance between the fun-filled discussions about children's books and the discipline that it takes to read and to write fluently. After at least a decade of focusing primarily on children's literature and personal expression, teachers and parents are now attempting to reestablish emphasis on such skills as spelling, vocabulary, word recognition, and grammar as well.

Teachers may be able to introduce skills in the school day, but they need family members to provide the rehearsal time needed to raise these skills to automatic response levels. That doesn't mean that the teacher gets to do all the fun stuff, relegating the drudgery to parents. If teachers regard parents as partners in educating children, parents will guide them in learning and practicing, just as they would help their children in mastering and practicing a musical instrument or a sport."

© 2000 PhotoDisc, Inc.

—Carl B. Smith

Carl B. Smith is Director of the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

33

What Should I Look for in My Child's Reading Program?

U.S. Department of Education

Success in school depends, in large part, on your child's ability to read, and your role in helping your child become a reader extends into the classroom. The kind of support you provide will, of course, change as your child grows older. Your involvement and monitoring your child's progress in school can help your child become a better reader.

Involvement in school programs can take many forms, from attending PTA meetings to volunteering in school activities. Through action, not just words, you demonstrate to your child that school is important.

In monitoring your child's progress in learning to read, you need to look at both the programs offered at school and your child's performance. Below is a checklist for different levels of schooling. There is much more information available to help you evaluate school reading programs.

Kindergarten

- Do teachers frequently read aloud?
- Are favorite stories read over and over again, and is "pretend" reading encouraged?
- Are there story discussions with opportunities for children to talk and listen?
- Are there good materials available for children to read and have read to them?
- Do teachers discuss with children the different purposes of reading?
- Do children have opportunities to write? Do they compose messages to other people?

Beginning Reading Programs

When children start school, they receive their first formal instruction in reading. At this stage, they learn to identify words—by translating groups of letters into spoken words.

- Does the program include teaching the relationship between letters and sounds (phonics)?
- Are children reading stories that encourage them to practice what they are learning?
- Are children's reading materials interesting? Do they accommodate a child's limited reading vocabulary and the need to practice word identification with exciting stories?
- Are teachers still reading stories aloud to children and including good children's literature?

© 2000 PhotoDisc, Inc.

Developmental Reading Programs

- Do reading and writing activities occur in every classroom and in every subject studied? As you walk through the school, do you see displays of children's writing on bulletin boards?
- Are teachers providing direct instruction—teaching strategies that help students become better readers?
- Are there plenty of opportunities for children to practice reading? (For third and fourth graders, this should include at least two hours a week of independent reading in school.)
- Are there well-stocked school or classroom libraries? (Schools may enrich their collections by borrowing from a local public library.)
- Are children encouraged to write meaningfully about what they read? It is not enough to fill in the blanks on worksheets; the point is to have children think about what they read, relate it to what they already know, and communicate these thoughts to others.

Source

U.S. Department of Education. 1996. *Helping Your Child Learn To Read.* Washington, DC: Author. (Available online at http://www.ed.gov/pubs/parents/Reading)

This article is excerpted from *Helping Your Child Learn To Read*, by the U.S. Department of Education.

A Look at Success for All

Linda Schartman

Success for All (SFA) is a whole-school reform program that schools can adopt to improve the literacy rates of their students. It focuses on providing extensive early intervention when reading difficulties are first noticed in children.

SFA uses a curriculum for preschool through fifth-grade classrooms that was developed in 1986 by Robert Slavin and others at the Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University. This curriculum is currently used by 300 elementary schools across the country, most of which receive funds from the U.S. Department of Education under the 1997 School Reform Act. Schools that want to adopt SFA must undergo a rigorous application process. In addition, 80 percent of the teachers in the school must vote in favor of adopting SFA.

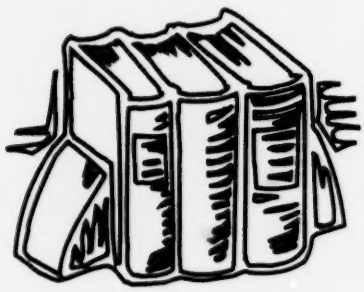
A key element of SFA is the assessments that are performed every eight weeks on each student in first through fifth grade to evaluate their progress in reading. The information garnered from these assessments is used to determine whether students need tutoring, to suggest alternative teaching strategies in regular classrooms, and to make changes in reading group placement, family support interventions, or other means of meeting students' needs. Each school has a facilitator who works with teachers to coordinate the assessment process.

© 2009 PhotoDisc, Inc.

SFA programs have been evaluated in more than 12 school districts, and the results have shown that SFA students as a whole read at a level three months ahead of non-SFA students. Even more remarkable, one study showed that SFA students previously in the lowest 25 percent of their classes read at a level up to six months more advanced than comparison groups of non-SFA students. The results indicate that SFA benefits all students but especially those who may otherwise have had serious problems learning to read. Substantial reductions in grade retentions and special education referrals are a testament to this strength.

For more information on SFA programs, contact:

Success for All Foundation
200 West Towsontown Boulevard
Baltimore, MD 21204–5200
Toll Free: 800–548–4998
Fax: 410–324–4444
E-mail: sfainfo@successforall.net
Web: http://www.successforall.net



Linda Schartman is an Information Specialist at ACCESS ERIC in Rockville, Maryland.

35

Compacts for Reading

Carol Boston

It is well known that family involvement helps students learn and schools perform at high levels. To encourage family-school-community partnerships, schools that receive funding under the U.S. Department of Education's $8.6 billion Title I (compensatory) program are now required to develop compacts, or documents, that spell out what parents, teachers, principals, and students must do to support student learning (see the box on this page). Case studies show that student reading scores improve when a compact is used (U.S. Department of Education, 1998).

Although Title I provides resources for schools in high-poverty communities to help children meet challenging standards, the idea of compacts has broad applicability. The U.S. Department of Education's Partnership for Family Involvement in Education has prepared two sets of materials that are helpful for parents who are interested in making their children's schools better and working toward standards of excellence. The *Compact for Reading Guide* is a user-friendly handbook that can help a family-school team create and implement a compact describing how each partner can help improve the reading and other language arts skills of children from kindergarten through third grade. (For a sample list of commitments that parents can make to help their children in reading, see the box on page 34. For a sample compact for reading, see the box on page 35.)

The *School-Home Links Reading Kit* consists of four books with activities for children in grades K–3 that parents can use for at-home reinforcement of inschool reading and language arts activities. Approximately 100 easy-to-use, teacher-developed activities are provided for each grade level, and they support the major reading accomplishments outlined in the National Research Council report *Preventing Reading Difficulties in Young Children*. Two sample first-grade activities from the kit are included here—one that supports a specific reading skill (see the box on page 37) and one that encourages

Carol Boston is Assistant Director of the ERIC Clearinghouse on Assessment and Evaluation at the University of Maryland in College Park, Maryland.

Compact Legislation

Editor's note: The information in this box is from Section 1118 (d) (Parental Involvement) of the Elementary and Secondary Education Act, "Shared Responsibilities for High Student Performance."

...Each school served under [Title I, Part A] shall jointly develop with parents for all children served...a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Such Compact shall—

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under [Title I, Part A] to meet the State's student performance standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

This information is excerpted from U.S. Department of Education. 1999. *A Compact for Reading Guide*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/CompactforReading)

BEST COPY AVAILABLE

family members to read together and talk about a book (see the box on page 38).

The *Compact for Reading Guide* and the *School-Home Links Reading Kit* are available on the U.S. Department of Education's Web site at http://www.ed.gov/pubs/CompactforReading.

Reference

U.S. Department of Education. 1998. *Title I School-Parent Compacts: Supporting Partnerships To Improve Learning* (pp. A-3 and A-13). Washington, DC: Author.

Write the Compact: How Parents Can Improve Children's Reading Achievement

Look at the following sample list of commitments that parents can make to form a strong Compact for Reading. Rank in order of importance each of the following commitments that you want to add to your Compact for Reading. You may add new commitments to this sample list as desired.

Student Learning	Communication	Capacity Building
■ Do activities at home that continue my child's classroom learning at home. ■ Monitor my child's progress and sign completed homework. ■ Discuss with my child the importance of being a strong, independent reader and writer. ■ Read at home with my child at least 30 minutes a day. ■ Ask for home learning activities in my primary language.	■ Know what is expected of my child, by grade, in reading and other language arts skills. ■ Know what my child is learning about reading and other language arts skills each day and what the teacher is teaching. ■ Actively participate in back-to-school events and parent-teacher conferences. ■ Set up special meetings with my child's teachers when I cannot attend back-to-school events or parent-teacher conferences. ■ Contact the teachers when I am concerned about my child's progress or have a question about the school's literacy standards.	■ Ask for workshops on how children learn to read and write and how parents can help children learn to read and write. ■ Attend workshops on how parents can help children learn to read and write. ■ Contact my child's teacher or reading specialist when my child does not understand an assignment or needs special help. ■ Ask local businesses or community groups to provide the resources (books, tutors, etc.) that my child's school needs to meet its reading standards. ■ Work with the school to ensure that workshops have translators or equipment for translations for non-English-speaking parents.

This information is excerpted from U.S. Department of Education. 1999. *A Compact for Reading Guide*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/CompactforReading)

Sample Compact for Reading

We, the _____ School community, establish this Compact for Reading in order to foster the improvement of reading and other language arts and to support the success of our students, so all may read well and independently. We believe this can be done with the planned partnership of parents, families, students, teachers, principals, and community members.

Parent's and Family's Responsibilities

We will:

- Make sure that our child attends school regularly, is on time, and is prepared to learn, with homework completed.
- Know what skills our child is learning in reading and other language arts classes each day.
- Do activities at home, like the School-Home Links, that continue our child's classroom learning at home.
- Read with or to our child for 30 minutes each day, five days a week.
- Get a library card for our child and encourage our child to bring reading materials from the library into the home.
- Attend parent-teacher conferences and communicate frequently with our child's teacher, through notes and conversation, about how well our child is doing.

Student's Responsibilities

I will:

- Come to school on time and be ready to learn.
- Pay attention to my teachers, family, and tutors and ask questions when I need help.
- Ask my family to read to me or with me for 30 minutes each day, five days a week.
- Complete my homework on time in a thorough and legible way.
- Welcome help from my family on my homework and papers.
- Return signed homework and papers to school.

Teacher's Responsibilities

I will:

- Provide quality teaching and leadership to my students and their families.
- Communicate frequently with families and tutors about my students' progress in reading and show them how they can help.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Recognize that students are accountable for every assignment.
- Participate in meaningful professional development in how to teach reading, how to communicate with families, and how to work with tutors.
- Hold at least two parent-teacher conferences a year.

continued on page 36

Sample Compact for Reading (continued)

Principal's Responsibilities

I will:

- Set high standards in reading and other language arts by providing a challenging curriculum.
- Report publicly on schoolwide reading scores and help teachers and parents to understand how adopting high standards can lead to the improvement of scores.
- Allocate resources to ensure that high standards are met.
- Hold workshops on standards in reading and ways to set the standards into practice at school and at home.
- Provide reading materials and training so that parents can help their children learn to read.
- Establish training workshops for tutors and families to work with children on home activities like School-Home Links.
- Provide special benefits to teachers who meet with families and tutors in extended-learning programs.
- Welcome and involve all families, especially those with low literacy skills or limited English proficiency or those who have not been involved in the school before.

Community Member's Responsibilities

I will:

- Make a commitment to help all children learn to read.
- Keep informed about the reading standards and the performance of schools in my area.
- Find out more about my school's literacy and reading standards.
- Contact businesses and other community organizations that can donate resources to local schools to help them meet high standards in reading.
- Volunteer to tutor students who need help in reading and other language arts skills or support and participate in training for tutors and other partners.
- Help to open other facilities where children can go after school to read with someone or to do their homework.
- Build a community network of concerned adults, consisting of community leaders, writers, journalists, and others who can be helpful to discuss and publicize local literacy issues.

This information is excerpted from U.S. Department of Education. 1999. *A Compact for Reading Guide*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/CompactforReading)

First-Grade Activity: Identifying Vowel Sounds

Child's name _____

Dear Family, Your child is learning that every word has a vowel sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

cap / cup	bus / boy	pan / pup
bug / bag	six / sun	brush / braid
drop / drum	sack / duck	ten / tub
nuts / mats	rag / rug	gum / ham

Child's signature _____

Parent's (Learning Partner's) signature _____

This information is excerpted from U.S. Department of Education. 1999. *School-Home Links Reading Kit: First-Grade Activities*. Washington, DC: Author. (Available online at http://www.ed.gov/pubs/CompactforReading). Originally published in ERIC and the Family Learning Association. 1998. *Tutoring Children in Reading and Writing: A Step-by-Step Guide. Book 2: Grades 1 and 2*. Bloomington, IN: Author.

First-Grade Activity: Reading Together

Child's name _____

Dear Family, Your child is learning to answer and ask questions about a story.

- Read a book with your family. Write the title and author below.

  Title: _____

  Author:

  _____

- What is the story about?

  _____

  _____

  _____

  _____

  _____

  _____

- If the author of the book were here, what question would you ask?

  _____

  _____

  _____

  _____

  _____

  _____

Child's signature _____

Parent's (Learning Partner's) signature _____

This information is excerpted from U.S. Department of Education. 1999. *School-Home Links Reading Kit: First-Grade Activities.* Washington, DC: Author. (Available online at http://www.ed.gov/pubs/CompactforReading)

41

This section of "The ERIC Review" describes federal support for school reading programs, presents reading resource organizations, lists online reading resources, and offers tips for searching the ERIC database on reading topics. We hope that you will find these resources helpful as you guide your child on the path to reading.

Federal Reading Programs and Initiatives

Linda Schartman

The descriptions below contain information on programs and initiatives administered directly by the U.S. Department of Education (ED). Parents may share this information with their children's schools to ensure that teachers and administrators are aware of available resources and funding opportunities. ED also supports many organizations that serve parents, including the ERIC Clearinghouses and the National Research Center on English Learning and Achievement. (See "Reading Resource Organizations" on page 42 for more information about these organizations.)

America Reads Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0107
Toll Free: 800-USA-LEARN (872-5327)
Phone: 202-401-8888
Fax: 202-260-8114
E-mail: AmericaReads@ed.gov
Web: http://www.ed.gov/americareads

This national campaign challenges every American to help children—including those with disabilities and those who have limited English proficiency—learn to read. Providing inspiration and resources, it works to get each level of the community—from parents and volunteers to colleges and businesses—involved in literacy efforts. One way the America Reads Challenge is being addressed is through AmeriCorps (http://www.cns.gov/americorps), which has coordinated the efforts of national service volunteers who are tutoring more than 2 million children in reading. The Federal Work-Study program also participates in the America Reads Challenge, enabling students at more than 1,100 colleges and universities to earn financial aid by tutoring children in their neighborhoods.

Class-Size Reduction Program
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202
Toll Free: 800-USA-LEARN (872-5327)
Phone: 202-260-8228
Fax: 202-260-8969
E-mail: class_size@ed.gov
Web: http://www.ed.gov/offices/OESE/ClassSize

This new initiative will make it possible for schools to hire 100,000 new teachers over the next seven years. As a result, the nationwide average class size for the early grades (in which reading instruction occurs) will be reduced to 18 students. School districts received a total of $1.2 billion to recruit, hire, and train new teachers for the 1999-2000 school year, and approximately 1.7 million children benefited by being in smaller classes.

Linda Schartman is an Information Specialist at ACCESS ERIC in Rockville, Maryland.

Compensatory Education Programs and Title I

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202
Phone: 202–260–7764
Web: http://www.ed.gov/offices/OESE/CEP

The Compensatory Education Programs Office administers the Title I program of supplementary instruction and other services to serve 6.4 million children in high-poverty schools in more than 14,000 school districts across the United States. Title I has helped improve the teaching and learning of reading since 1965. Schools can use Title I funds for programs such as Success for All. (For more information on Success for All, see the box on page 32.) Title I funds can also be used to provide extra help to children who are failing or are at risk of failing—for example, by funding afterschool tutoring programs.

Even Start

U.S. Department of Education
Office of Elementary and Secondary Education
Compensatory Education Programs
400 Maryland Avenue, SW
Washington, DC 20202
Phone: 202–401–0113
Fax: 202–205–0310
E-mail: oese@ed.gov
Web: http://www.ed.gov/offices/OESE/CEP

Even Start is a federal grant program that supports states in their efforts to break the cycle of poverty and illiteracy that typically characterizes low-income families. Even Start is implemented through cooperative state programs that build on existing community resources. It provides early childhood education programs and literacy training for parents.

Interagency Education Research Initiative (IERI)

National Science Foundation
Division of Research, Evaluation, and Communication
4201 Wilson Boulevard, Room 855
Arlington, VA 22230
Phone: 703–306–1650
Fax: 703–306–0434
E-mail: eripd@nsf.gov
Web: http://www.ed.gov/offices/OERI/IERI

IERI supports research on the teaching and learning of literacy skills and is cosponsored by the U.S. Department of Education, the National Institutes of Health, and the National Science Foundation. Under IERI, 14 grants totaling $28.5 million have been awarded for research on the use of information and computer technologies in reading education. This research will focus on discovering which educational techniques and technologies are effective in improving the reading skills of elementary and secondary school students.

National Assessment Governing Board (NAGB)

800 North Capitol Street, NW, Suite 825
Washington, DC 20002
Phone: 202–357–6938
Fax: 202–357–6945
Web: http://www.nagb.org/cella.html

NAGB is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and the general public. Congress created NAGB in 1988 to set policy for the National Assessment of Educational Progress (NAEP), commonly known as "The Nation's Report Card." NAEP is the only nationwide, ongoing survey of how well students can read. The results not only help gauge the average achievement level of students in various states or jurisdictions and in the nation as a whole, but they also consider how such factors as parents' education levels and how much television families watch correlate with reading achievement. NAEP's statistics are the foundation for much of what is known about literacy and the factors associated with it. Currently, NAGB is also developing voluntary national tests, which will provide standardized reading test results for individual fourth-grade students if their schools elect to participate.

National Even Start Association (NESA)

123 Camino De La Reina #202 South
San Diego, CA 92108
Toll Free: 800–977–3731
Web: http://www.evenstart.org

NESA provides a national voice for programs funded through federal Even Start grants. NESA hosts annual conferences on family literacy and produces an online newsletter that features legislative updates. Detailed information about Even Start programs is available on NESA's Web site; requests for additional information can be made electronically from the Web site.

National Institute on Early Childhood Development and Education (ECI)

Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: 202–219–1935
Fax: 202–273–4768
E-mail: eci@inet.ed.gov
Web: http://www.ed.gov/offices/OERI/ECI

ECI is a research organization based at the U.S. Department of Education that works to improve early childhood education. It publishes *Early Childhood Digest*, a journal focusing on how families, child care providers, and schools can work together to help young children learn. It also produced *Including Your Child*, a booklet for families who have young children with disabilities. This booklet covers the first eight years of life and gives helpful suggestions to parents on how to find support services for their children and for themselves. To order a free copy of this booklet, call the National Library of Education at 1–800–424–1616. The full text of this publication is also available online at http://www.ed.gov/pubs/parents/Including.

Partnership for Family Involvement in Education (PFIE)

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202–8173
Toll Free: 800–USA–LEARN (872–5327)
E-mail: partner@ed.gov
Web: http://pfie.ed.gov

PFIE is a partnership of more than 4,400 members of school, business, religious, and community organizations that work together to increase opportunities for families to be more involved

in their children's learning at school and at home and to use family-school-community partnerships to strengthen schools and improve student achievement. PFIE successes have included student- and family-friendly policies at the workplace, before- and afterschool programs, tutoring and mentoring initiatives, and donations of facilities and technologies. Through PFIE, the U.S. Department of Education has produced *The Compact for Reading*, which is a guide on how to develop an effective compact for reading for students in grades K–3. A companion to *The Compact for Reading* is the *School-Home Links Reading Kit*, which is a set of four books with activities for students in grades K–3. To order free copies of these publications, call ED Pubs toll free at 1–877–433–7827. The full text of these publications is also available online at http://www.ed.gov/pubs/CompactforReading.

Reading Excellence Program
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Toll Free: 800–USA–LEARN (872–5327)
Phone: 202–260–8228
Fax: 202–260–8969
E-mail: reading_excellence@ed.gov
Web: http://www.ed.gov/offices/OESE/REA

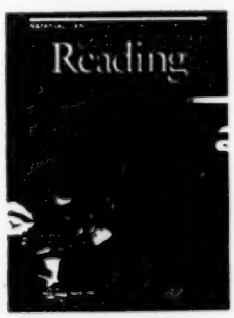
This $260 million federal grant program awards competitive grants to states to support comprehensive programs that are designed to ensure that all children are able to read well by the end of third grade. Seventeen states were awarded grants for 1999. The money is given to districts that have the most children at risk for reading problems. It can be used for professional development, tutoring, family literacy development, and transition programs for kindergarten students.

Reading Resources From ED Pubs

ED Pubs is a one-stop publications distribution center for the U.S. Department of Education that provides free publications to the public on demand. Publications can be ordered online or by phone, fax, or regular mail. The following is a sample of the available titles that pertain to reading or parent involvement.

***Checkpoints for Progress: In Reading and Writing for Families and Communities*, by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Partners Group**

This booklet provides developmental milestones for children from birth through grade 12 and explains what most children are able to read and write within these periods. Directed toward parents and community members, the booklet suggests books for each age group to read and offers strategies and resources that can be used to assist children.



***NAEP 1998 Reading Report Card for the Nation and the States*, by the U.S. Department of Education**

This report presents the results of the 1998 NAEP national reading assessment of 4th-, 8th-, and 12th-grade students. Data for participating states are included. Performance is indicated in terms of average scores on a 0-to-500 scale and percentages of students attaining three achievement levels: basic, proficient, and advanced. The 1998 results are compared with those of 1994 and 1992.

For more information about ED Pubs, or to order copies of these and other publications, contact:

ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398
Toll Free: 877–4ED–Pubs (433–7827)
TTY/TDD: 877–576–7734
Fax: 301–470–1244
E-mail: edpubs@inet.ed.gov
Web: http://www.ed.gov/pubs/edpubs.html

Reading Resource Organizations

Linda Schartman and Ann Potter

Below are selected resource organizations that offer reading-related materials and services to parents and others. Many of these organizations receive funding as contractors of the U.S. Department of Education; others are professional associations. Additional organizations focusing on related topics can be found in the Education Resource Organizations Directory at http://www.ed.gov/Programs/EROD.

American Library Association (ALA)
50 East Huron
Chicago, IL 60611
Toll Free: 800–545–2433
Phone: 312–944–8520
TDD: 888–814–7692; 312–944–7298
Fax: 312–440–9374
Web: http://www.ala.org

ALA works with local libraries to develop what it calls "21st Century Literacy," literacy that is broadly defined to take into account the importance of both accessing and understanding information. ALA's Office for Literacy and Outreach Services promotes literacy among new readers, nonreaders, and others, including those who may be disadvantaged. ALA is also affiliated with YALSA (http://www.ala.org/yalsa), which coordinates literacy programs aimed at teenagers. ALA's Web site offers "700+ Great Sites: Amazing, Spectacular, Mysterious, Wonderful Web Sites for Kids and the Adults Who Care About Them," a remarkable compilation of literacy-related resources for families and children of all ages. This site contains links to many online literacy activities for children—for example, directed writing activities.

Beginning With Books (BWB)
The Carnegie Library of Pittsburgh
Homewood Branch
7101 Hamilton Avenue
Pittsburgh, PA 15208–1828
Phone: 412–731–1717
Fax: 412–731–5161
E-mail: bwb@alphaclp.clpgh.org
Web: http://www.clpgh.org/CLP/BWB/home.html

BWB's goal is to help children from low-income families become capable and enthusiastic lifelong readers. It offers several resources, such as the Gift Book Program, which provides families with free, high-quality children's books, and Raising Readers Parent Clubs, which bring parents together weekly to learn more about the reading resources available for their children. BWB also recruits and trains volunteers to read with children.

Center for the Improvement of Early Reading Achievement (CIERA)
University of Michigan School of Education
610 East University Avenue, Room 1600 SEB
Ann Arbor, MI 48109–1259
Phone: 734–647–6940
Fax: 734–615–4858
E-mail: ciera@umich.edu
Web: http://www.ciera.org

CIERA is a university-based research organization funded by the U.S. Department of Education. Its mission is to improve reading achievement by generating solutions to persistent problems in the teaching and learning of reading. Among its offerings is the innovative *Every Child a Reader*, a series of six-page pamphlets that provide summaries of research-based knowledge from a wide variety of sources in clear, concise language. CIERA's Web site includes additional information that parents will find helpful, such as summaries of reading research findings and "hot lists" of additional reading resources.

International Reading Association (IRA)
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714–8139
Phone: 302–731–1600
Fax: 302–731–1057
E-mail: pubinfo@reading.org
Web: http://www.reading.org

IRA studies reading processes and teaching techniques, disseminates reading research findings, and actively encourages lifetime reading habits. Its members include classroom teachers, reading specialists, consultants, administrators, supervisors, college teachers, researchers, psychologists, librarians, media specialists, students, and parents. Many of its publications are available in both English and Spanish. Titles for parents include *Understanding Your Child's Learning Differences*, *Summer Reading Adventure! Tips for Parents of Young Readers*, and *See the World on the Internet: Tips for Parents of Young Readers—and "Surfers."* Publications are available in print for a fee, and the full text is also available online.

Learning To Read/Reading To Learn
Web: http://idea.uoregon.edu/~ncite/programs/read.html

With funding from the Office of Special Education Programs in the U.S. Department of Education, the National Center To Improve the Tools of Educators analyzed decades of research about how young children can best learn to read. The results of their synthesis were released through the Learning To Read/Reading To Learn public awareness campaign, which outlined 10 prerequisites for a solid reading foundation. The campaign developed an information kit that discusses the essential skills that form the foundation for reading, strategies for preventing and correcting reading problems, and tips for fostering enjoyment and appreciation of

---

Linda Schartman is an Information Specialist at ACCESS ERIC in Rockville, Maryland.

Ann Potter, formerly an ACCESS ERIC staff member, teaches in the Prince George's County, Maryland, public school system.

books. To order a free copy of the kit, contact ED Pubs toll free at 1–877–433–7827. The full text of this publication is also available online at http://www.cec.sped.org/ericec/readlist.html.

Linking Education and America Reads Through National Service (LEARNS)
Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
Toll Free: 800–361–7890
Phone: 503–275–9500
Fax: 503–275–0133
E-mail: learns@nwrel.org
Web: http://www.nwrel.org/learns

LEARNS is a partnership of the Northwest Regional Educational Laboratory and is sponsored by the U.S. Department of Education and the Bank Street College of Education. Although the main purpose of LEARNS is to provide technical assistance and training to the Corporation for National Service's projects focusing on literacy and education, it also offers valuable resources to anyone interested in encouraging literacy in children. For example, it publishes *The Tutor*, a newsletter that discusses various literacy-related topics and is available in full text online. The issue devoted to family literacy is of particular interest to parents. The LEARNS Web site also contains many resources for children, including phonics games and word activities.

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
Toll Free: 800–424–2460
Phone: 202–232–8777
Fax: 202–328–1846
E-mail: naeyc@naeyc.org
Web: http://www.naeyc.org

NAEYC works to ensure that high-quality early childhood education programs are provided to all children. Its Web site has a special section for parents that features a bimonthly online publication called *Early Years Are Learning Years*, which contains articles about reading and other topics. Articles include *Helping Children Learn About Reading*, *Phonics and Whole Language Learning: A Balanced Approach to Beginning Reading*, and *Children and Books: Begin the Connection Early!* In addition, NAEYC provides several books, videos, and parent brochures about reading, such as *Learning To Read and Write: Developmentally Appropriate Practices for Young Children* (book), *Developing the Young Bilingual Learner* (video), and *Raising a Reader/Raising a Writer* (parent brochure). All NAEYC publications can be ordered by phone, fax, or mail; NAEYC books can also be ordered online.

National Center for Family Literacy (NCFL)
325 West Main Street, Suite 200
Louisville, KY 40202–4251
Phone: 502–584–1133
Fax: 502–584–0172
E-mail: ncfl@famlit.org
Web: http://www.famlit.org

NCFL focuses on improving the literacy skills of parents and their children and strengthening the learning relationship between them. It runs various national and local programs to help increase family literacy, especially among people who are disadvantaged. It also publishes books and produces videos about the theory and practice of family literacy.

National Council of Teachers of English (NCTE)
1111 West Kenyon Road
Urbana, IL 61801–1096
Toll Free: 800–369–6283
Fax: 217–328–9645
E-mail: public_info@ncte.org
Web: http://www.ncte.org

NCTE is devoted to the teaching and learning of English and language arts at all levels of education. In addition to professional development for teachers, NCTE provides publications and listservs concerning reading. It publishes between 20 and 25 new books each year; some recent titles include *Reconsidering a Balanced Approach to Reading*, *Creating Support for Effective Literacy Education*, and *Building a Knowledge Base in Reading*. NCTE books can be ordered by phone or e-mail. Some of NCTE's listservs include "ReadClub-L," in which anyone who likes to read can join in an ongoing discussion of books, and "Talk-Zone," a forum for students to discuss what they're reading and writing.

National Information Center for Children and Youth With Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013–1492
Toll Free: 800–695–0285 (Voice and TTY)
Phone: 202–884–8200 (Voice and TTY)
Fax: 202–884–8441
E-mail: nichcy@aed.org
Web: http://www.nichcy.org

NICHCY is a national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Its Web site contains a comprehensive database of state agencies and organizations dealing with disabilities. The site also provides the full text of publications on most aspects of disabilities, including a bibliography of books that include characters with disabilities and an article about interventions to help students with learning disabilities learn to read.

National Institute for Literacy (NIFL)
1775 I Street, Suite 730
Washington, DC 20006–2401
Phone: 202–233–2025
Fax: 202–233–2050
Web: http://www.nifl.gov/nifl

NIFL is an interagency collaboration among the U.S. Departments of Education, Labor, and Health and Human Services. It is geared especially toward adults who need to enhance their reading and writing skills; adults can call NIFL's literacy hotline at 1–800–228–8813 to find literacy programs in their area. NIFL is also a source of information for literacy instructors and organizations that help adults and their families improve basic skills. Its Web site contains LINCS, a comprehensive electronic communication and information system. LINCS provides links to regional adult and family literacy resources and a list of grants and contracts that are available in the field of adult literacy. LINCS also hosts 10 discussion groups on various issues involving adult literacy, including family literacy, and provides an archive of past conversations from these discussion groups.

National Research Center on English Learning and Achievement (CELA)
School of Education
University at Albany
State University of New York
1400 Washington Avenue
Albany, NY 12222
Phone: 518–442–5026
Fax: 518–442–5933
E-mail: cela@cnsvax.albany.edu
Web: http://cela.albany.edu

CELA is a university-based research center funded by the U.S. Department of Education. Its research encompasses the development of *high literacy*—the ability to use reading and writing skillfully and effectively in all aspects of life.

Its Web site includes "The Gristmill Classroom," which is geared toward parents and children. "The Gristmill Classroom" offers a diverse array of services and links, from homework help and a book club for school-aged children to full-text documents for parents on helping their children succeed in school.

Reading Is Fundamental, Inc. (RIF)
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024
Toll Free: 877–RIF–READ (743–7323)
Phone: 202–287–3220
Fax: 202–287–3196
E-mail: cfischer@rif.org
Web: http://www.rif.org

RIF develops programs—such as the National Book Program, which provides free instruction and books to participating families—that help prepare and motivate school-aged children to read. It focuses on children from infancy to age 11 who have economic or learning needs that put them at risk of failing to achieve basic educational goals. RIF's Web site presents many resources for parents who are trying to help their children read, including book lists, motivational activities, story samplers, tips, an archive of literacy research, and links to other organizations that provide reading resources. ■

ERIC Resources

ERIC is a national information system designed to provide users with ready access to an extensive body of education-related literature. Established in 1966, it is supported by the U.S. Department of Education's Office of Educational Research and Improvement and the National Library of Education. Several components of the ERIC system provide reading resources; these are listed below.

ERIC Clearinghouse on Reading, English, and Communication (ERIC/CS)
Indiana University
Smith Research Center
2805 East 10th Street, Suite 140
Bloomington, IN 47408–2698
Toll Free: 800–759–4723
Phone: 812–855–5847
Fax: 812–856–5512
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

ERIC/CS covers all aspects of reading from preschool through college. It synthesizes much of the ERIC database's research on reading and disseminates the information by publishing ERIC Digests, such as *Asking the Right Questions: Reading Assignments That Work for Writing* and *Helping the Underachiever in Reading*. These Digests are available free of charge in print and in full text online. ERIC/CS provides many additional online resources, including *Parent Talk Magazine*, which draws on the most current research in education to offer ways that parents can help their children excel in the language arts; *Parents and Children Together Online*, an innovative magazine that combines articles and stories for school-aged children with parenting tips; a comprehensive directory of literacy links; and a bookstore offering an extensive collection of literacy-related publications. Publications, available from the ERIC/CS bookstore for a fee, include *101 Ways To Help Your Child Learn To Read and Write* and *Teach a Child To Read With Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success*. ERIC/CS has a toll-free number that is staffed by information specialists who can help parents and researchers find the information they need on reading.

ERIC Adjunct Clearinghouse for ESL Literacy Education (NCLE)
National Clearinghouse for ESL Literacy Education
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016–1859
Phone: 202–362–0700, ext. 200
Fax: 202–363–7204
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle

NCLE focuses on literacy education—including family literacy, workplace literacy, and native language literacy—for adults and out-of-school youth learning English as a second language (ESL). It has published several ERIC Digests that are pertinent to children's literacy development; these include

ERIC Resources (continued)

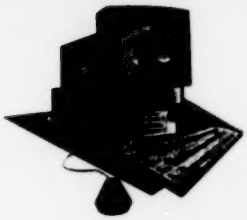
Family and Intergenerational Literacy in Multilingual Communities, which highlights the role of parents as their children's first teachers, and *Valuing Diversity in the Multicultural Classroom*, an outline of ways that students' native cultures are used as a tool in teaching literacy. These publications can be obtained free of charge in print and in full text online. NCLE also helps people find information related to ESL in the ERIC database. Some common ESL descriptors that can facilitate searches of the ERIC database are listed on NCLE's Web site, and specialists can provide assistance by phone.

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
Toll Free: 800–328–0272
Phone: 703–264–9475
TTY/TDD: 800–328–0272
Fax: 703–620–2521
E-mail: ericec@cec.sped.org
Web: http://ericec.org

ERIC/EC offers information on all aspects of the education and development of people with disabilities and those who are gifted, including current research on attention deficit disorder, behavior disorders, inclusion, learning disabilities, and programs for gifted children. It has published several ERIC Digests concerning reading; past titles include *Academic Interventions for Children With Dyslexia Who Have Phonological Core Deficits* and *Beginning Reading and Phonological Awareness for Students With Learning Disabilities*. These publications are available in print for a nominal fee and in full text online. ERIC/EC's host organization, The Council for Exceptional Children, offers a database of more than 80,000 entries on issues related to disabilities and gifted education. Assistance with using this database or with looking for information related to disabilities and gifted education in the larger ERIC database is available by calling ERIC/EC's toll-free number.

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/PS)
University of Illinois at Urbana—Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Toll Free: 800–583–4135
Phone: 217–333–1386
TTY/TDD: 800–583–4135
Fax: 217–333–3767
E-mail: ericeece@uiuc.edu
Web: http://ericeece.org

ERIC/PS provides information on the development, education, and care of children from birth through early adolescence; the teaching of young children; parenting; and family life. Its Web site offers a compilation of full-text ERIC Digests, including *Encouraging Young Children's Writing* and *Language and Literacy Environments in Preschools*; the Digests are also available free of charge in print. A major focus of ERIC/PS activity is the National Parent Information Network (http://npin.org), an electronic resource for parents that offers full-text information on parenting, parenthood, and parent-school partnerships. ERIC/PS also operates the Parents AskERIC question-answering service, which responds to questions on child development, child care, and child rearing by providing parents with full-text articles, resource lists and flyers, appropriate referrals, and search results from the ERIC database. ERIC/PS's latest innovation is the Reading Pathfinder Web site (http://readingpath.org), which provides easy access to information on helping children become competent readers by third grade. This site includes a searchable database of Web articles, Web sites, listings of reading programs, local sources of assistance, and other information related to reading. Visitors to the site can also locate resources by using the topics and questions index.



Internet Resources

Mei-Yu Lu

Sites for Parents

Thousands of reading materials for children are published each year. It is hard to know which books to choose for your child and how to help your child choose good books. This article identifies some Web sites that list or review books suitable for children of various ages and who have various interests.

Canadian Review of Materials
http://www.umanitoba.ca/cm/index.html

Although this Web site is Canadian based, it contains reviews of many items that are also available in the United States. This site features profiles of children's authors, reviews of currently published children's books, and reviews of recently released multimedia, including audiotapes, videotapes, and CD-ROMs.

The Children's Literature Web Guide
http://www.acs.ucalgary.ca/~dkbrown

This Web site is the most current and comprehensive resource available on children's literature. The site's creators have assembled and categorized the rapidly growing Internet resources related to books for children and young adults. The site's special features include lists of book awards and quality literature for youth, issues and news regarding literature for children and young adults, and discussion boards.

ISLMC Children's Literature/Young Adult Literature Book Review Sources for K–12
http://falcon.jmu.edu/~ramseyil/childbookreviews.htm

Sponsored by James Madison University's Internet School Library Media Center (ISLMC), this Web site contains many links to book reviews and related information. It includes links to book reviews from commercial sources, magazines, and professional journals. The reviews are by both adults (including professional educators and the general public) and children.

Sites for Children

Children can develop their reading skills online by communicating with other children via e-mail, reading online materials, or publishing their work online. Their activities vary with age, but children are typically attracted to the graphics and bright colors that characterize many Web sites. The following Web sites are suitable for children of all ages.

Kids' Space
http://www.kids-space.org

Created for kids by kids, the Kids' Space Web site gives children the chance to write and illustrate their stories. Children can also read stories written by other children from different countries, find a pen pal, or read folktales from around the world.

MidLink Magazine: The Digital Magazine for Kids by Kids From 8 to 18
http://longwood.cs.ucf.edu:80/~MidLink

At this Web site, your children can "visit" schools all over the world and see what other students are doing. They can also publish their work online. Intended for children ages 8 to 18, this online magazine is sponsored by SAS inSchool, North Carolina State University, and the University of Central Florida.

Reading Zone at the Internet Public Library (IPL) Youth Division
http://www.ipl.org/cgi-bin/youth/youth.out.pl?sub=rzn2000

Sponsored by the School of Information at the University of Michigan, IPL is an education initiative that serves the public by selecting, evaluating, and describing information resources. The Reading Zone, which is part of IPL, includes links to different types of literature, including picture books, for children of different ages and with different interests. It also provides links to sites that contain information about authors and illustrators.

Site for Parents and Children

Parents and Children Together Online (PCTO)
http://www.indiana.edu/~eric_rec/fl/pcto/menu.html

PCTO is an online magazine intended to further the cause of family literacy by bringing parents and children together through the magic of reading. Sponsored by the Family Literacy Center at the ERIC Clearinghouse on Reading, English, and Communication, *PCTO* features original stories and articles that are geared toward children and that are suitable for reading aloud. In addition, a special section for parents features articles on issues related to children's reading and writing and includes book reviews of recent children's literature.

Source

Lu, M. 1999. *Online Resources for K–12 Teachers: Children's and Adolescent Literature.* Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. (Available online at http://www.indiana.edu/~eric_rec/ieo/digests/d149.html)

This article is adapted from the ERIC Digest *Online Resources for K–12 Teachers: Children's and Adolescent Literature*, by Mei-Yu Lu.

Mei-Yu Lu is User Services Coordinator at the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana. She is also a doctoral student in language education at the university.

Searching the ERIC Database on Reading Topics

Steve Stroup

In September 1999, the millionth record was added to the ERIC database, which is a great source for current and historical information on reading and many other education-related topics. You can search the ERIC database on the Internet at http://www.accesseric.org; this site provides links to several ERIC-sponsored search engines. You can also search the database through CD-ROMs, print indexes, or online services at college and university libraries and teacher centers.

When you search the ERIC database, you end up with an annotated bibliography—that is, summaries of journal articles and documents related to your topic. The full text of journal articles (marked on your bibliography with an EJ followed by six digits) may be found at a library or obtained through interlibrary loan or from an article reprint company such as The UnCover Company (1–800–787–7979; http://uncweb.carl.org) or the Institute for Scientific Information (1–800–336–4474; http://www.isinet.com).

The full text of documents (marked with ED followed by six digits) may be read on ERIC microfiche at more than 1,000 libraries around the world. To find the library nearest you, call ACCESS ERIC at 1–800–538–3742. Print copies can be ordered from the ERIC Document Reproduction Service (1–800–443–3742). Many documents published after 1992 can be ordered and delivered online at http://www.edrs.com.

If you're new to database searching, you might find it helpful to think of the ERIC database as a large filing cabinet of helpful materials organized according to topic. To find the file folder you need, you have to understand the system used to label the folder in the filing cabinet. ERIC uses words called *descriptors* to organize its database materials. You'll get the best search results if you use ERIC descriptors.

When searching the database for information on reading and related topics, begin with the following descriptors:

- *Basal Reading*
- *Beginning Reading*
- *Childrens Literature*
- *Content Area Reading*
- *Early Reading*
- *Emergent Literacy*
- *High Interest Low Vocabulary Books*
- *Independent Reading*
- *Initial Teaching Alphabet*
- *Instructional Materials*
- *Invented Spelling*
- *Literacy*
- *Phoneme Grapheme Correspondence*
- *Phonemes*
- *Phonology*
- *Reading Ability*
- *Reading Achievement*
- *Reading Aloud to Others*
- *Reading Comprehension*
- *Reading Difficulties*
- *Reading Habits*
- *Reading Improvement*
- *Reading Instruction*
- *Reading Material Selection*
- *Reading Materials*
- *Reading Motivation*
- *Reading Processes*
- *Reading Programs*
- *Reading Readiness*
- *Reading Research*
- *Reading Skills*
- *Reading Strategies*
- *Reading Teachers*
- *Reading Tests*
- *Reading Writing Relationship*
- *Recreational Reading*
- *Remedial Reading*
- *Silent Reading*
- *Spelling*
- *Sustained Silent Reading*
- *Vocabulary*
- *Whole Language Approach*

If you need additional assistance, you can contact a staff member at the ERIC Clearinghouse on Reading, English, and Communication (1–800–759–4723) or consult the reference book *Thesaurus of ERIC Descriptors*. To access the *Thesaurus* online, go to the ERIC Clearinghouse on Assessment and Evaluation Web site at http://ericae.net/scripts/ewiz and use the site's ERIC Search Wizard to select appropriate terms. These terms can then be used to search the ERIC database at http://www.accesseric.org. Paper copies of the *Thesaurus* are available from Oryx Press (1–800–279–6799) and at most places offering access to the ERIC database. For general information about ERIC and the ERIC database or a free copy of *All About ERIC*, which includes a worksheet to help you with your database search, call 1–800–538–3742 or visit ERIC's Web site at http://www.accesseric.org.

Steve Stroup is Co-Director of the ERIC Clearinghouse on Reading, English, and Communication at Indiana University in Bloomington, Indiana.

Putting It All Together: Helping Your Child Grow As a Reader

Carol Boston

The articles in this publication highlight the important role that you as a parent play in helping your child learn to read. The following action plan summarizes the steps that you can take to support and encourage your child in his or her efforts to achieve this goal.

What Can I Do?

- Spend 30 minutes a day reading to your child or listening to him or her read.
- Give your child books as gifts. Pick out books on topics that interest your child.
- Help your child use the local library and the school library.
- Learn about how reading is taught in your child's school. Look for evidence that your child is receiving age-appropriate instruction in phonemic awareness and has access to interesting, appealing children's books.
- Monitor your child's progress by discussing what he or she is learning and by reviewing homework.
- Keep in touch with your child's teachers. Ask how your child is progressing and what you can do at home to support reading instruction.
- Encourage your child to practice literacy skills in the same way that you would encourage him or her to practice basketball or the piano. Applaud the practice.
- Let your child see you and other important adults reading and writing for practical purposes and for pleasure.

Carol Boston is Assistant Director of the ERIC Clearinghouse on Assessment and Evaluation at the University of Maryland in College Park, Maryland.

Editorial Board

Robert Thomas, ERIC Program, U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education

Sandra Kerka, Associate Director for Database Development and Processing Coordinator, ERIC Clearinghouse on Adult, Career, and Vocational Education

Adrianna Kezar, Director, ERIC Clearinghouse on Higher Education

Stuart Smith, Associate Director, ERIC Clearinghouse on Educational Management

Garry Walz, Co-Director, ERIC Clearinghouse on Counseling and Student Services

The ERIC Review, published by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. It also contains information on the Educational Resources Information Center (ERIC), its subject-specific clearinghouses, and its support components. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

For more information about ERIC or a free subscription to *The ERIC Review*, call ACCESS ERIC toll free at 1-800-LET-ERIC (538-3742).

ACCESS ERIC Director: Lynn Smarte
Managing Editor: Kevin Mitchell
Assistant Editor: Linda Schartman
Graphic Artists: Jennifer Cassou, Annie Pardo
Copy Editor: Bonnie Speary Devore
ISSN 1065-1160

ERIC Directory

Educational Resources Information Center (ERIC)
National Library of Education
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Toll Free: (800) 424–1616
TTY/TDD: (800) 437–0833
Web: http://www.ed.gov

Clearinghouses

Adult, Career, and Vocational Education
Ohio State University
Toll Free: (800) 848–4815, ext. 2–8625
Phone: (614) 292–7069
TTY/TDD: (614) 688–8734
Web: http://ericacve.org

Assessment and Evaluation
University of Maryland, College Park
Toll Free: (800) GO4–ERIC (464–3742)
Phone: (301) 405–7449
Web: http://ericae.net

Community Colleges
University of California at Los Angeles
Toll Free: (800) 832–8256
Phone: (310) 825–3931
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services
University of North Carolina at Greensboro
Toll Free: (800) 414–9769
Phone: (336) 334–4114
Web: http://ericcass.uncg.edu

Disabilities and Gifted Education
Council for Exceptional Children
Toll Free: (800) 328–0272
Phone: (703) 264–9475
TTY/TDD: (800) 328–0272
Web: http://ericec.org

Educational Management
University of Oregon
Toll Free: (800) 438–8841
Phone: (541) 346–5043
Web: http://eric.uoregon.edu

Elementary and Early Childhood Education
University of Illinois at Urbana–Champaign
Toll Free: (800) 583–4135
Phone: (217) 333–1386
TTY/TDD: (800) 583–4135
Web: http://ericeece.org
National Parent Information Network Web: http://npin.org

Higher Education
George Washington University
Toll Free: (800) 773–ERIC (3742)
Phone: (202) 296–2597
Web: http://www.eriche.org

Information & Technology
Syracuse University
Toll Free: (800) 464–9107
Phone: (315) 443–3640
Web: http://ericir.syr.edu/ithome
AskERIC Web: http://www.askeric.org

Languages and Linguistics
Center for Applied Linguistics
Toll Free: (800) 276–9834
Phone: (202) 362–0700
Web: http://www.cal.org/ericcll

Reading, English, and Communication
Indiana University
Toll Free: (800) 759–4723
Phone: (812) 855–5847
Web: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
AEL, Inc.
Toll Free: (800) 624–9120
Phone: (304) 347–0400
TTY/TDD: (304) 347–0448
Web: http://www.ael.org/eric

Science, Mathematics, and Environmental Education
Ohio State University
Toll Free: (800) 276–0462
Phone: (614) 292–6717
Web: http://www.ericse.org

Social Studies/Social Science Education
Indiana University
Toll Free: (800) 266–3815
Phone: (812) 855–3838
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education
American Association of Colleges for Teacher Education
Toll Free: (800) 822–9229
Phone: (202) 293–2450
Web: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Toll Free: (800) 601–4868
Phone: (212) 678–3433
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Child Care
National Child Care Information Center
Toll Free: (800) 616–2242
TTY/TDD: (800) 516–2242
Web: http://nccic.org

Clinical Schools
American Association of Colleges for Teacher Education
Toll Free: (800) 822–9229
Phone: (202) 293–2450
Web: http://www.aacte.org/menu2.html

Educational Opportunity
National TRIO Clearinghouse
Council for Opportunity in Education
Phone: (202) 347–2218
Web: http://www.trioprograms.org/clearinghouse

Entrepreneurship Education
Center for Entrepreneurial Leadership
Toll Free: (888) 4–CELCEE (423–5233)
Phone: (310) 206–9549
Web: http://www.celcee.edu

ESL Literacy Education
National Clearinghouse for ESL Literacy Education
Center for Applied Linguistics
Phone: (202) 362–0700, ext. 200
Web: http://www.cal.org/ncle

International Civic Education
Indiana University
Toll Free: (800) 266–3815
Phone: (812) 855–3838

Postsecondary Education and the Internet
University of Virginia
Phone: (804) 924–3880
Web: http://highered.org

Service Learning
University of Minnesota
Toll Free: (800) 808–SERVe (7378)
Phone: (612) 625–6276
Web: http://umn.edu/~serve

Test Collection
Educational Testing Service
Phone: (609) 734–5689
Web: http://ericae.net/testcol.htm

U.S.–Japan Studies
Indiana University
Toll Free: (800) 266–3815
Phone: (812) 855–3838
Web: http://www.indiana.edu/~japan

Affiliate Clearinghouse

National Clearinghouse for Educational Facilities
National Institute of Building Sciences
Toll Free: (888) 552–0624
Phone: (202) 289–7800
Web: http://www.edfacilities.org

Support Components

ACCESS ERIC
Toll Free: (800) LET–ERIC (538–3742)
Phone: (301) 519–5157
Web: http://www.accesseric.org

ERIC Document Reproduction Service (EDRS)
DynEDRS, Inc.
Toll Free: (800) 443–ERIC (3742)
Phone: (703) 440–1400
Web: http://www.edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
Toll Free: (800) 799–ERIC (3742)
Phone: (301) 552–4200
Web: http://ericfac.piccard.csc.com

United States
Department of Education
ED Pubs
8242–B Sandy Court
Jessup, MD 20794–1398

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

Standard Mail (A)

AUTO******5-DIGIT 13244
653145
JOAN KAD
ERIC CLEARINGHOUSE ON INFORMATION AND TECHNOLOGY
SYRACUSE UNIVERSITY
4TH FLOOR, ROOM 194
CENTER FOR SCIENCE AND TECHNOLOGY
SYRACUSE NY 13244-4100

NLE 2000–4404

BEST COPY AVAILABLE